DOCUMENT RESUME

ED 068 042 HE 003 485

AUTHOR	Bayer, Alan E.
TITLE	The Black College Freshman: Characteristics and Recent Trends.
INSTITUTION	American Council on Education, Washington, D.C. Office of Research.
SPONS AGENCY	Federal Interagency Committee on Education, Washington, D.C.
REPORT NO	ACE-RR-Vol-7-No-3-72
PUB DATE	72
CONTRACT	OEC-0-72-5020
NOTE	92p.
AVAILABLE FROM	Office of Research, American Council on Education, One Dupont Circle, Washington, D.C. 20036 ($3.00)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*College Freshmen; College Students; Enrollment Trends; *Higher Education; Minority Groups; *Negro Education; *Negro Youth; *Student Characteristics

ABSTRACT

This document presents the results of a study designed to determine the racial trends in higher education and to compare these findings with a similar study made in 1968. Highlights of the findings include: (1) 53% of the black students and 45% of the nonblack students were women; (2) As in 1968, proportionately twice as many blacks as nonblacks were at least 20 years old when they entered college in 1971; (3) Between 1968 and 1971, the average high school grade averages of both black and nonblack college freshmen rose somewhat; (4) Despite the higher grades, substantial proportions of blacks and nonblacks felt that they needed remedial tutoring, especially in the field of mathematics; (5) Entering black students were more likely than nonblack students to report achievements in extracurricular activities; (6) Typically, blacks and nonblacks were similar in the types of day-to-day activities they engaged in; (7) Proportionately more black freshmen than nonblack freshmen hoped to get a postbaccalaureate degree; and (8) Black students were more likely than were nonblacks to attend institutions that were either very close to home or a great distance away. (HS)

FILMED FROM BEST AVAILABLE COPY

ED 068042

OFFICE OF RESEARCH • AMERICAN COUNCIL ON EDUCATION

The Black College Freshman: Characteristics and Recent Trends

ALAN E. BAYER

VOL. 7 NO. 3 • 1972

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

HE003485

AMERICAN COUNCIL ON EDUCATION

Roger W. Heyns, *President*

The American Council on Education, founded in 1918, is a council of educational organizations and institutions. Its purpose is to advance education and educational methods through comprehensive voluntary and cooperative action on the part of American educational associations, organizations, and institutions.

The Council's Office of Research was established in 1965 to assume responsibility for conducting research on questions of general concern to higher education. *ACE Research Reports* are designed to expedite communication of the Office's research findings to a limited number of educational researchers and other interested persons.

OFFICE OF RESEARCH STAFF

Don A. Abshire, *Programmer*

Richard K. Anderson, *Programmer*

Alexander W. Astin, *Director*

Alan E. Bayer, *Associate Director*

Barbara A. Blandford, *Project Director, Higher Education Panel*

Judy M. Cangialosi, *Secretary*

John A. Creager, *Research Associate*

David E. Drew, *Research Associate*

Jeffrey E. Dutton, *Chief, Data Processing*

Charles S. Fletcher, *Programmer*

Engin I. Holmstrom, *Research Associate*

Jerome B. Karabel, *Research Assistant*

Melvena W. Kelley, *Secretary*

Laura P. Kent, *Editor*

Margo R. King, *Secretary*

Deborah Kurzberg, *Secretary*

Linda D. Molm, *Research Analyst*

Jeannie T. Royer, *Secretary*

Charles L. Sell, *Associate Chief, Data Processing*

Joan C. Trexler, *Research Assistant*

Richard M. Webb, *Programmer*

ACE RESEARCH ADVISORY COMMITTEE

Jessie Bernard
Research Scholar Honoris Causa
Pennsylvania State University

John G. Darley
Chairman, Department of Psychology
University of Minnesota

James A. Davis
Director
National Opinion Research Center

Edgar G. Epps
Professor of Urban Education
The University of Chicago

N. L. Gage
Committee Chairman
Professor of Education and Psychology
Stanford University

Richard C. Gilman
President
Occidental College

Edmond P. Gordon
Professor and Chairman, Department of Guidance
Teachers College
Columbia University

W. Lee Hansen
Chairman, Department of Economics
The University of Wisconsin

Alice Rossi
Professor, Department of Sociology
Goucher College

William Sewell
Professor, Department of Sociology
University of Wisconsin

Michael Useem
Assistant Professor, Department of Sociology
Harvard University

Dael Wolfle
Graduate School of Public Affairs
University of Washington

Additional copies of this *Research Report* (Vol. 7, No. 3, 1972) may be obtained from the Office of Research, American Council on Education, One Dupont Circle, Washington, D.C. 20036. Please remit $3.00 per copy with your order.

ED 068042

THE BLACK COLLEGE FRESHMAN: CHARACTERISTICS AND RECENT TRENDS

Alan E. Bayer

Office of Research

American Council on Education

ACE RESEARCH REPORTS

Vol. 7, No. 3

October, 1972

Table of Contents

		Page
I	Introduction	1
II	National Norms Processing Design	3
	A. Sampling Design and Weighting Procedures	3
	B. Student Data	9
	C. Analyses	9
III	National Norms Summary	10
IV	1971 National Norms	
	A. Weighted Tabulations by Type of Institution and Race: Men	23
	B. Weighted Tabulations by Type of Institution and Race: Women	31
	C. Weighted Tabulations by Type of Institution and Race: Both Sexes	39
V	Appendix A: 1971 Student Information Form	47
VI	Appendix B: Proportion of Black Students Among All Freshmen in American Institutions: 1968-1971	53
VII	Appendix C: Coding Scheme for Collapsed Items	57
VIII	Appendix D: Construction of a Race Item in the CIRP	63
IX	Appendix E: Characteristics of Selected Racial/Ethnic Groups	77
X	References	93

The Black College Freshman: Characteristics and Recent Trends*

Alan E. Bayer

In recent years, the entry rate of black students into college has been accelerating faster than has student admissions in general. Black students in college now number almost one-half million, their enrollment having doubled over a recent six-year (1964-1970) period (Janssen, 1972). Much of this long overdue increase has been at institutions other than the approximately 100 traditionally Negro colleges and universities,[1] where only about two in five black college entrants now enroll (ACE, 1971). Nevertheless, the proportion of American college students who are black remains far below 12 percent, the proportion of blacks in the college-age population of this nation (Astin, Blandford, Mahn, 1972).

Concomitant with the rising enrollments and changing distributions of black (and other minority) students in higher education, the number of articles, monographs, and books on the subject has been increasing. Major works are now available that span the entire postsecondary period, from the recent report based on the massive data base of precollege black youth by the National Scholarship Service and Fund for Negro Students (1972) through numerous studies on minorities in graduate and professional schools.[2] Research has also been reported recently by all of the major national testing organizations: National Merit Scholarship Corporation (Blumenfeld, 1969; Borgen, 1970, 1971; Watley, 1971a, 1971b),

---

*This research was supported by Grant OEC-0-72-5020 from the Federal Interagency Committee on Education. Jeannie T. Royer and Richard M. Webb provided major assistance on this project.

[1]For clarity in reporting, the term "Negro" is used in reference to the racial composition of institutions; the term "black" is used in reference to the race of students.

[2]See the literature review on minorities at the post-baccalaureate level by Harvey (1972).

the American College Testing Program (Hall, Freedle, and Cross, 1972), and the Educational Testing Service/College Entrance Examination Board (Centra, 1970). The Carnegie Commission on Higher Education has produced numerous works focusing on minorities in higher education. (See especially, Carnegie Commission, 1970, 1971; Medsker and Tillery, 1971; Bowles and DeCosta, 1971.) Finally, Uunila (1972) recently compiled a bibliography of almost 100 books and monographs on black higher education published in the last several years. In sum, the extensive literature on the postsecondary education of blacks and other minorities defies any attempt to give a brief overview.

Despite the vast amount of material available, however, no national normative report on black college students has been published in the last three years, since Bayer and Boruch (1969) described the characteristics of 1968 freshmen using data from the American Council on Education's annual survey. In that report, based on a cohort of more than 12,000 black and 230,000 nonblack students entering college that fall, "baseline" national normative data were presented so that comparisons could be made among black students attending different types of institutions and between black students and nonblack students. The authors pointed out that:

> these data may also be used at some future time to assess changes produced by the new programs which directly affect the education of black students. For example, such questions as the following may be answerable: How has black student recruitment throughout the educational establishment affected the composition of the student body in predominantly Negro institutions? How much has the educational level of black young adults changed over time? What changes have taken

> place in the composition of the black student body over time? How have the educational and career aspirations of black students changed? The data presented here will help provide future answers to these and other related questions. (Bayer and Boruch, 1969: 2)

This report is intended to provide a partial and tentative answer to these questions. As far as possible, the tabulations in the 1968 study were replicated for a parallel 1971 sample of freshmen. Since the time span between these two studies was only three years, any trends and changes noted here are, of course, only suggestive. Consequently, ACE plans to undertake a third report, comparable to the 1968 and 1971 analyses, based on its projected survey of 1974 entering freshmen.

National Norms Processing Design

The normative data for this report were compiled from the sixth full-scale annual survey of entering college freshmen, a part of the Cooperative Institutional Research Program (CIRP) of the American Council on Education. They represent student responses to the Student Information Form (SIF), a questionnaire administered to approximately 289,000 freshmen entering 487 colleges and universities during the 1971 fall registration or orientation period. (For a copy of the 1971 SIF, see Appendix A.) The resulting statistical information is differentially weighted to be representative of the population of entering freshmen and of the defined population of higher educational institutions.

Sampling Design and Weighting Procedures

The primary sampling unit in the CIRP is the institution. The population consists of all "eligible" institutions of higher education listed by the Office of Education in its annual Education Directory. An

institution was considered "eligible" if it was functioning at the time of the survey (fall, 1971) and if it had the equivalent of a first-time entering freshman class of at least 30 students. Excluded were institutions that require undergraduate credits for admission to their "first" class (e.g., certain professional schools) and some very small institutions (which, as their enrollment grows, may become part of the defined population in subsequent years). Included were all other accredited and nonaccredited institutions of higher education listed by the U.S. Office of Education: universities, four-year colleges, and two-year colleges (U.S. Office of Education, 1970). The population at the time of the 1971 survey consisted of 2,543 institutions of higher education, including 17 predominantly Negro two-year institutions and 85 predominantly Negro four-year colleges or universities.

As a first step, the eligible population of institutions were sorted into 36 mutually exclusive stratification cells on the basis of several institutional characteristics: i.e., type, control, racial composition, selectivity, and enrollment size. Of the 487 institutions participating in the CIRP survey, 161 had, in administering the questionnaire, used procedures that might tend to result in a biased sample of respondents and hence were omitted from tabulations of normative data. The remaining 326 institutions were similarly sorted into the 36 cells.[3]

Several changes in the stratification structure have been made since the earlier report based on the 1968 freshman survey. The primary changes have been the addition to the 1971 population of several predominantly

[3]The distribution of these sample institutions, and the estimated population distributions, by the percentage of entering freshmen who indicated they were black, are shown in Appendix B. The comparable distributions from the 1968 survey are also shown; they indicate an overall increase in the enrollments of blacks over the 1968-1971 period.

Negro colleges which were not so defined by the U.S. Office of Education for the 1968 report, and the addition of a stratification cell for predominantly Negro two-year colleges. Because there was no comparable cell in 1968, and no two-year Negro colleges were surveyed in that year, this cell, along with the two 1971 sample institutions which were members of this cell, has been excluded from the tabulations reported here. Consequently, the working sample for the national norms comprises 324 institutions: 62 predominantly white two-year colleges; 230 four-year colleges, 212 of them predominantly white and 18 of them predominantly Negro; and 32 predominantly white universities.

In 1968, 19 predominantly Negro four-year institutions were included in the national normative tabulations (Bayer and Boruch, 1969). Of the 18 predominantly Negro four-year colleges in the 1971 survey, 12 had participated in the earlier survey. Table 1 lists those predominantly black institutions which were in the normative samples for either or both years. The two institutional samples have similar but not identical characteristics. In terms of selectivity, the 1968 sample of 19 institutions had a mean score of 727 on the Scholastic Aptitude Test (SAT, Verbal plus Mathematical) for entering students; the mean for the 18 institutions in the 1971 sample was 741 (derived from Astin, 1971). Another difference is with respect to control, with substantially more of the 1971 institutions (50 percent, or 9 of 18) being public rather than private; the comparable figure for the 1968 institutions was 37 percent (7 of 19).[4] There were slightly more large institutions in the 1971

[4]This and following information on differences between the two samples of predominantly Negro institutions was derived from Creager and Sell (1969).

Table 1

Four-Year Predominantly Negro
Institutions in Normative Samples

Common to 1968 and 1971 Samples	In 1968 Sample Only	In 1971 Sample Only*
Bowie State (MD)	Alabama A & M (AL)	Alabama State (AL)
Delaware State (DE)	Arkansas A & M Normal (AR)	Elizabeth City State (NC)
Fisk (TN)	Dillard (LA)	Hampton Institute (VA)
Johnson C. Smith (NC)	Huston Tillotson (TX)	North Carolina A & T (NC)
Lincoln (PA)	Kentucky State (KY)	South Carolina State (SC)
Morris Brown (GA)	Knoxville (TN)	Tennessee State (TN)
Philander Smith (AR)	Morehouse (GA)	
Spelman (GA)		
Talladega (AL)		
Virginia State (VA)		
Virginia Union (VA)		
Winston-Salem State (NC)		

*Two predominantly Negro two-year colleges, T.A. Lawson State Junior College (AL) and Utica Junior College (MS), were included in the original 1971 norms report (ACE, 1971). To make the 1968 and 1971 samples more comparable, for purposes of this report, they were omitted from the current tabulations.

sample; 61 percent (11 of 18), as against 58 percent (11 of 19) of the 1968 institutions, had total enrollments of 1,000 or more. The 1971 institutions also constituted a more affluent group; 61 percent (11 of 18), as against 53 percent (10 of 19) of the 1968 institutions, received total revenues of more than $2,000 per student. With respect to faculty quality, the institutions in the 1968 group tended slightly to have more highly trained faculty, the mean being 27 percent of the faculty who held Ph.D.'s; the comparable mean for the 1971 institutions was 25 percent.

Of the total sample of 324 institutions used for the 1971 normative tabulations, 190 (59 percent) were also used for the 1968 normative tabulations. Thus, 134 institutions in the 1971 sample, and 168 institutions in the 1968 sample, did not overlap. The stratification design and the weighting procedures described below, however, largely compensate for any major discrepancies that might result from these institutional differences in the two samples and assure their comparability.

Because of disproportionate sampling from the stratification cells, the data obtained from students enrolling at institutions in the various cells are differentially weighted. In addition, the data are adjusted to correct for nonparticipation of students within colleges. Table 2 lists the 35 stratification cells for the 1971 norms (excluding predominantly Negro two-year colleges, as previously explained), and shows, for each cell, the total number of institutions in the population, the number participating in the 1971 CIRP survey, and the number of these used in computing the norms. The last two columns give the cell weights, which are the ratios between the number of first-time, full-time students entering all institutions in the eligible population within a given cell, and the total number of first-time, full-time students

Table 2

1971 ACE Sample and Weights Used in Computing National Norms

Stratification Cell for Sampling	Number of Institutions: Population	Participants: Total	Participants: Used in Norms	Cell Weights[a] Applied to Data Collected from: Men	Women
Public University					
Selectivity:					
1. Less than 550	72	20	7	8.9	9.9
2. 550-599	31	10	5	7.0	6.7
3. 600 or more	16	7	5	3.1	3.4
Private University					
Selectivity:					
4. Less than 550	18	8	6	2.5	2.4
5. 550-599	14	5	2	6.9	6.9
6. 600 or more	35	18	7	7.2	9.7
4-Year Public College					
Selectivity:					
7. Less than 450	97	10	5	19.2	19.6
8. 450-499	66	13	9	8.8	6.3
9. 500 or more	73	16	11	6.2	15.6
10. Unknown	87	12	6	15.2	16.0
4-Year Private Nonsectarian					
Selectivity:					
11. Less than 500	75	22	13	5.1	4.5
12. 500-574	38	11	8	3.3	3.1
13. 575-649	50	24	20	2.6	2.4
14. 650 or more	45	26	20	2.2	2.7
15. Unknown	156	17	9	11.2	16.2
4-Year Catholic					
Selectivity:					
16. Less than 500	62	17	16	3.9	4.2
17. 500-574	72	20	14	3.5	4.8
18. 575 or more	39	16	12	1.5	2.4
19. Unknown	45	5	4	19.1	9.9
4-Year Other Sectarian					
Selectivity:					
20. Less than 450	56	15	10	4.6	4.6
21. 450-499	54	13	10	6.2	6.5
22. 500-574	73	26	22	3.5	3.8
23. 575 or more	54	23	18	2.5	2.9
24. Unknown	95	6	5	19.9	16.8
2-Year Public					
Enrollment:					
25,26,27. Less than 500	408	28	19	17.0	19.7
28,29. 500 or more	378	36	18	25.2	24.4
2-Year Private					
Enrollment:					
30,31. Less than 250	163	21	16	10.3	7.4
32. 250-499	50	9	6	11.8	6.7
33. 500 or more	19	3	3	4.6	14.5
Predominantly Negro[b]					
34. Public 4-year	36	16	9	4.6	4.9
35. Private 4-year	49	12	9	6.5	4.7

[a]Ratio between the number of 1970 first-time, full-time students enrolled in all colleges and the number of first-time, full-time students at colleges in the ACE sample.

[b]For purposes of comparability with 1968, 17 predominantly Negro two-year colleges in the population (cell 36), and 2 two-year predominantly Negro institutions in the ACE sample, are excluded from national norms tabulations.

entering those colleges used for the national norms within that cell. These cell weights are further adjusted according to the proportion of the institution's first-time, full-time entering freshmen who completed the SIF and who reported their sex. Except for a few institutions that themselves selected representative samples of their entering classes to take the SIF, this second weight was typically near 1.0. The final weight applied to each student's data is the product of this within-institution participation weight and the appropriate cell weight shown in Table 2.[5]

Student Data

As was mentioned, the data reported in the norms are derived from the Student Information Form (SIF), which is filled out by individual students. The SIF is designed to be self-administered, under proctored conditions, and can be processed by means of an optical mark reader. For the purpose of presenting the data concisely, some of the more detailed lists of items in the Student Information Form have been recoded into broader collapsed categories (shown in Appendix C).

Analyses

Based on the institutional distributions shown in Table 2, the 324 sample institutions participating in the 1971 survey were divided into four major groups -- predominantly white two-year colleges, predominantly white four-year colleges, predominantly Negro four-year colleges, and predominantly white universities -- and normative data are reported separately for each of these four groups. The tables also show totals for all institutions combined. This presentation parallels that used in the 1968 report (Bayer and Boruch, 1969).

---

[5]For further details on the stratification design, sampling, and weighting, see Creager (1968) and ACE (1971).

The normative data reported here are derived from the responses of 12,927 black freshmen and 158,111 nonblack freshmen, representing an estimated 97,684 blacks and 1,532,998 nonblacks in the national population of entering freshmen. Table 3 shows the number of institutions and of students on which each category of the norms is based, and an estimate (based on the weighting procedures) of the total population in each category.

Within the four major categories of institutions, as defined above, the normative data are reported by sex and by race, as determined from responses on the SIF. In 1971, a "multiple-response" item requested the respondent to indicate his racial background; in 1968, a "forced-choice" format, with different response categories, was used (see Appendix D). As a result, the definition of race in this report differs slightly from that used in the earlier 1968 report. All 1971 freshmen who checked the alternative "Black/Negro/Afro-American" -- whether singly or in combination with other racial/ethnic alternative categories -- were designated "black" in the current norms. All others were designated "nonblack." Although we had considered subdividing further the "nonblack" category, preliminary analyses indicated that the number of students in several of the subdivisions was too small to provide stable normative estimates. Moreover, the 1971 item on race was deemed unreliable for weighted tabulations on certain of the other racial/ethnic categories (see Appendix D). However, Appendix E shows the unweighted distributions of students within selected racial/ethnic categories.

National Norms Summary

The norms presented on pages 23 through 46 present two kinds of comparisons: the first, among black students, by sex, enrolled in

Table 3

Number of Institutions and Students
Used in Computing Norms

Norms Group	Number of Institutions in Norms	Number of Students in Norms		Weighted Number of Students		Percent of Weighted Total Who Are Men	
		Black	Nonblack	Black	Nonblack	Black	Nonblack
All institutions	324	12,927	158,111	97,684	1,532,998	47.2	54.8
Predominantly white two-year colleges	62	1,088	27,080	25,865	615,545	52.4	58.5
Predominantly white four-year colleges	212	3,124	81,153	21,556	553,896	48.6	50.3
Predominantly Negro four-year colleges	18	6,731	324	36,094	1,799	45.4	62.2
Predominantly white universities	32	1,984	49,554	14,169	361,758	40.3	55.2

different types of institutions; the second, between black students and nonblack students, by sex, enrolled in similar institutions. Further, by comparing the data here with those presented in the earlier report (Bayer and Boruch, 1969) one can get some notions on the changes that have occurred between 1968 and 1971 and on recent trends with respect to blacks.

The large number of possible comparisons precludes any comprehensive descriptive summary. Consequently, only the highlights are given, drawn primarily from the responses of black and nonblack students entering all U.S. institutions in 1971, and summary comparisons with the 1968 data are mentioned whenever possible:

- The majority of black students (53 percent), but fewer than half (45 percent) of nonblack students, were women. Similar sex differentials in college enrollments by race were found in 1968.
- As in 1968, proportionately twice as many blacks (13 percent) as nonblacks (6 percent) were at least 20 years old when they entered college in 1971, a difference only partially attributable to the greater proportion of blacks who were veterans, since similar age differentials between the racial groups were found for women too. Consistent with this age differential, both black men and black women were more likely than were nonblacks to have graduated from high school before 1971 and to be married at the time they entered college.
- Since 1968, the socioeconomic status (as measured by parents' education, occupations, and income) of both blacks and nonblacks had improved slightly, although the race differential reported in 1968 still held. In 1971, one-half (51 percent) of the black

students' fathers, and fewer than one-fourth (23 percent) of the nonblack students' fathers, had not graduated from high school. Two-fifths (40 percent) of the black students' mothers, and fewer than one-fifth (17 percent) of nonblack students' mothers, had not completed high school. One-third (32 percent) of the black freshmen and one-tenth (10 percent) of the nonblack had fathers employed in semi-skilled or unskilled occupations. While three-fifths (60 percent) of black freshmen came from families with annual incomes lower than $8,000, only one-fifth (19 percent) of nonblack freshmen came from families of this economic level.

- Between 1968 and 1971, the average high school grade averages of both black and nonblack college freshmen rose somewhat. In 1971, 45 percent of blacks reported average high school grades of B or better, compared with 42 percent in 1968; for nonblacks, the analogous figures were 58 percent of the 1971 freshmen and 53 percent of the 1968 freshmen. Blacks entering predominantly Negro institutions were an exception to this trend, however -- evidence that predominantly white schools are attracting more of the better black students, probably as a result of their stepped-up recruitment efforts directed toward minority students. In a relative sense, then, the predominantly Negro colleges have been falling further behind many white colleges in the competition for academic talent.
- Despite their relatively good high school grades, substantial proportions of both black and nonblack students felt that they needed special tutoring or remedial work in a broad array of

subjects. Deficiencies in mathematics were particularly pronounced: more than half (54 percent) of the blacks and more than one-third (35 percent) of the nonblacks indicated that they required special help in this area.

- As in 1968, entering black freshmen were proportionately more likely than nonblack freshmen to report the following high school achievements: being elected president of a student organization, taking a major part in a play, participating in an NSF summer program, and placing in a state or regional science contest. However, whereas in 1968 blacks were less likely than nonblacks to win recognition in the National Merit Program, in 1971 they were more likely to have received recognition; this change may in part reflect changes in the National Merit Program itself. On the other hand, nonblacks were more likely than were blacks to be members of a high school scholastic honor society in both 1968 and 1971.
- Typically, blacks and nonblacks were similar in the types of day-to-day activities they engaged in. During the year preceding college, black students, however, were more likely to read about civil rights, to read unassigned poetry, to demonstrate for a change in some racial policy or in some high school administrative policy, and to be late for class; nonblacks were more likely to play chess, to drink beer, and to argue with teachers.
- Blacks were also similar to nonblacks in their self-ratings on many personal traits but more likely to rate themselves above average on drive to achieve, self-confidence, and popularity.

Nonblacks, on the other hand, rated themselves higher on academic and mathematical ability and on stubbornness.

- Since 1968, the degree aspirations of both blacks and nonblacks have shifted; in 1971, greater proportions said that they aspired either to less than the baccalaureate or to a professional degree. However, proportionately more black freshmen than nonblack freshmen hoped to get a postbaccalaureate degree; and such racial differences in degree aspirations hold for both men and women in both 1968 and 1971. In 1971, half (49 percent) of the blacks and one-third (33 percent) of the nonblacks planned to work for a master's or a doctoral degree; comparable figures for 1968 were 55 percent and 42 percent, respectively.
- Black students were more likely than were nonblacks to attend institutions which were either very close to home or a great distance away. Almost one-third (31 percent) of the blacks, but fewer than one-fourth (23 percent) of the nonblacks attended colleges within ten miles of their homes. Almost 12 percent of the blacks, but fewer than 8 percent of the nonblacks, went to a college that was more than 500 miles from their homes. This pattern would seem to reflect, in part, the disadvantaged economic status of many blacks, which makes it necessary for them to attend nonresidential colleges, and, in part, the major efforts of institutions in all regions of the country to recruit minority students.
- Typically, blacks gave more numerous and more diverse responses than did nonblacks to questions about their reasons for going

to college and for selecting a particular college. For both groups, the most prevalent reason given for the decision to go to college was "to get a better job" (85 percent of the blacks, 73 percent of the nonblacks). "Good reputation" was most frequently cited as the reason why a particular college was selected (40 percent of blacks, 36 percent of nonblacks).

- As in 1968, far more nonblacks depended on their families to provide financial support for their college education. Blacks, in contrast, were twice as likely (40 percent) as were nonblacks (18 percent) to depend on scholarships and grants as a major source of financial support. Given these differentials in financial resources, in combination with differentials in family economic status, it is not surprising that blacks expressed substantially more anxiety about their ability to finance their college education. In 1968, one-fifth (21 percent) of the blacks and one-twelfth (8 percent) of the nonblacks said they had major concern about finances. In 1971, the comparable figures were 25 percent and 10 percent, respectively.
- Since 1968, students in general have been drifting away from major field choices of education, the physical sciences, and engineering, and toward majors in the social sciences, health fields, and the professions in general. In the 1968-71 period, there were, however, no great changes in the relative preferences of blacks and nonblacks: Black freshmen remained more likely to say they would major in business, the social sciences, education, or health fields; nonblack freshmen remained more likely to plan majors in the physical sciences or engineering, the

biological sciences, and agriculture. Differences in career choices followed the same patterns.

- Not surprisingly, black students were more in favor of equality and of increasing opportunities for minorities: 71 percent of the blacks, as against 50 percent of the nonblacks, believed that the Federal government was not promoting school desegregation quickly enough; 64 percent of the blacks, as against 39 percent of the nonblacks, agreed that the disadvantaged should be given preferential treatment in college admissions; and 52 percent of the blacks, as against 36 percent of the nonblacks, felt that open admissions should be adopted by all publicly-supported colleges. Similar differences in the attitudes of the two groups toward racial issues were found in 1968.

  On most other issues, except perhaps crime, blacks took either a similar or a less liberal position than nonblacks, even though they were more likely to characterize themselves as either "far left" (6 percent, as against 2 percent) or "liberal" (40 percent, as against 35 percent). Nonblacks were more likely to favor population control, the legalization of marijuana, and the abolition of college grades. Blacks were more likely to agree that college officials have the right to regulate student behavior off campus and to regulate student publications.

- Black freshmen were more likely than nonblack freshmen to place a high priority on a number of life goals, except for the goals of developing strong family and social lives, of creating works of art, and of curbing environmental pollution. As in 1968,

black students were especially likely to assign importance to the goals of becoming an authority in their field, of achieving recognition from colleagues for their contributions, of being well-off financially, of succeeding in business, of participating in community action programs, and of becoming a community leader.

- With respect to expectations about their futures, somewhat larger proportions of students in 1971 than in 1968 planned to marry during or immediately after college. As in 1968, nonblacks indicated a slightly greater inclination to marry in spite of their somewhat younger average age. They were also more likely to anticipate voting in the presidential election, changing their career plans, and making at least a B average in college. Blacks were more likely to feel that they will be more successful than most, will graduate with honors, will receive tutoring, will seek counseling, will need extra time to complete a degree, and will be elected to a student office. The proportion of both black and nonblack students who stated that their chances of dropping out were very good had almost doubled since 1968; moreover, both groups were similar in their estimates. In 1971, slightly more than 2 percent thought it very likely that they would drop out either temporarily or permanently.

In conclusion, this overview of the highlights indicates few changes and suggests few discernible trends among American college freshmen over the past three years. In many instances, black and nonblack students were remarkably similar. In cases where there were marked differences between the two groups, or between students attending different types of institutions, the differences remain relatively constant, at least over the short

time span considered. As noted previously, however, these normative data (presented in the following pages) lend themselves to many other descriptive comparisons, some of which might prove more fruitful in revealing trends and contrasts.

1971 National Norms

Weighted Tabulations by Type of
Institution, Race, and Sex

FALL, 1971, NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: MEN

ITEM	ALL INSTITUTIONS		PREDOMINANTLY WHITE TWO-YEAR COLLEGES		PREDOMINANTLY WHITE FOUR-YEAR COLLEGES		PREDOMINANTLY NEGRO FOUR-YEAR COLLEGES		PREDOMINANTLY WHITE UNIVERSITIES	
	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK
AGE BY DECEMBER 31, 1971										
16 OR YOUNGER	.1	.1	.0	.0	.2	.1	.1	.6	.3	.1
17	4.8	2.5	1.6	1.5	5.2	2.8	5.2	3.8	10.4	3.8
18	56.6	71.2	42.1	62.3	61.9	76.7	61.8	46.7	66.7	79.8
19	24.1	18.3	32.0	22.8	22.1	15.8	22.0	23.1	14.9	13.5
20	4.5	2.5	6.1	4.3	3.9	1.5	4.8	3.6	1.0	.8
21	1.6	.9	2.9	1.4	1.0	.5	1.3	1.1	.5	.4
22-25	5.1	3.5	9.0	5.8	3.5	2.0	3.8	13.1	2.7	1.3
26 OR OLDER	3.1	1.1	6.4	1.8	2.1	.7	.9	8.0	3.5	.3
FATHER'S EDUCATION										
GRAMMAR SCHOOL OR LESS	20.0	8.1	19.7	10.4	19.6	7.2	20.8	12.6	18.8	5.3
SOME HIGH SCHOOL	30.0	15.9	34.4	20.7	29.6	13.6	29.6	23.4	21.4	10.5
HIGH SCHOOL GRADUATE	27.0	32.2	27.7	36.4	27.3	30.6	25.8	27.9	27.9	27.0
SOME COLLEGE	11.2	16.7	11.9	15.5	11.7	17.1	9.7	18.4	13.1	18.4
COLLEGE DEGREE	7.6	18.1	4.3	13.0	8.2	20.2	8.8	13.3	11.1	24.6
POSTGRADUATE DEGREE	4.3	8.9	2.0	4.0	3.7	11.4	5.3	4.4	7.7	14.2
MOTHER'S EDUCATION										
GRAMMAR SCHOOL OR LESS	9.9	5.0	11.1	6.6	9.0	4.2	9.8	13.7	9.4	3.3
SOME HIGH SCHOOL	29.6	12.7	32.0	16.3	30.6	11.1	29.6	17.0	22.1	8.4
HIGH SCHOOL GRADUATE	35.2	47.7	38.0	51.4	36.4	46.4	31.7	44.6	36.0	43.0
SOME COLLEGE	12.1	17.1	12.2	14.2	11.7	17.9	11.2	10.1	15.3	21.1
COLLEGE DEGREE	9.5	14.7	5.6	10.1	8.8	16.8	12.0	11.9	12.7	20.2
POSTGRADUATE DEGREE	3.7	2.8	1.0	1.4	3.5	3.6	5.7	2.6	4.5	4.0
RACIAL BACKGROUND (1)										
WHITE/CAUCASIAN	1.1	97.4	1.5	96.4	1.0	98.2	.1	85.5	3.3	98.2
BLACK/NEGRO/AFRO-AMERICAN	100.0	.0	100.0	.0	100.0	.0	100.0	.0	100.0	.0
AMERICAN INDIAN	1.7	.9	2.4	1.0	2.0	.8	.8	3.1	2.3	.9
ORIENTAL	.6	.5	.7	.3	.7	.5	.1	2.3	1.5	.8
MEXICAN-AMERICAN/CHICANO	.5	1.1	.9	2.1	.4	.3	.0	.0	1.2	.4
PUERTO RICAN-AMERICAN	.4	.2	.5	.1	.5	.4	.1	.9	1.1	.2
OTHER	.7	1.2	.6	1.4	1.1	1.1	.2	8.7	1.6	1.0
ESTIMATED PARENTAL INCOME										
LESS THAN $4,000	23.1	3.8	30.0	5.1	20.3	3.0	22.1	9.5	14.1	2.3
$4,000 - $5,999	18.3	5.7	17.7	7.1	16.4	5.3	20.1	12.6	17.9	3.7
$6,000 - $7,999	14.9	9.5	14.5	12.1	15.6	8.3	14.7	13.2	15.5	6.6
$8,000 - $9,999	12.7	13.0	12.1	15.2	14.9	11.5	12.0	12.5	12.0	11.0
$10,000 - $12,499	11.4	18.9	9.8	20.5	12.8	18.0	11.0	20.4	13.8	17.3
$12,500 - $14,999	7.7	15.0	7.9	14.6	7.7	15.4	6.6	8.5	10.5	15.0
$15,000 - $19,999	6.4	15.1	4.9	13.0	6.3	16.1	6.6	9.8	9.4	17.4
$20,000 - $24,999	2.7	8.2	1.5	6.1	2.9	9.0	3.2	8.2	3.7	10.9
$25,000 - $29,999	1.2	3.8	.6	2.5	1.5	4.4	1.5	1.7	1.1	5.4
$30,000 - $34,999	.7	2.3	.9	1.5	.3	2.8	.7	1.2	1.0	3.1
$35,000 - $39,999	.3	1.2	.1	.6	.5	1.6	.4	2.4	.3	1.7
$40,000 OR MORE	.7	3.6	.1	1.7	.7	4.6	1.0	.0	.8	5.6

FALL, 1971, NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: MEN

ITEM	ALL INSTITUTIONS		PREDOMINANTLY WHITE TWO-YEAR COLLEGES		PREDOMINANTLY WHITE FOUR-YEAR COLLEGES		PREDOMINANTLY NEGRO FOUR-YEAR COLLEGES		PREDOMINANTLY WHITE UNIVERSITIES	
	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK
RELIGION REARED										
PROTESTANT	42.1	48.2	34.6	44.5	47.5	51.1	41.9	51.6	50.1	50.7
ROMAN CATHOLIC	9.1	37.7	7.9	40.8	12.2	36.8	6.2	26.8	14.3	33.3
JEWISH	.3	3.8	.2	1.9	.2	3.5	.3	1.0	.3	7.4
OTHER	42.6	7.9	49.9	10.1	34.2	6.5	46.5	16.6	31.2	6.0
NONE	5.8	2.4	7.4	2.6	6.0	2.0	5.1	4.0	4.1	2.6
RELIGIOUS PREFERENCE										
PROTESTANT	34.6	39.0	26.3	36.2	40.4	42.3	36.5	43.8	37.2	39.2
ROMAN CATHOLIC	8.2	31.2	7.9	35.0	10.3	30.4	6.1	21.6	11.1	25.8
JEWISH	.2	2.9	.0	1.5	.1	2.6	.2	1.0	.9	5.9
OTHER	41.7	10.4	51.8	12.3	30.8	9.2	45.1	19.8	29.6	8.7
NONE	15.3	16.4	14.0	14.9	18.4	15.4	12.1	13.9	21.2	20.4
FATHER'S OCCUPATION (2)										
ARTIST (INCL PERFORMER)	.7	.8	.7	.7	.7	.7	.5	1.4	1.4	.9
BUSINESSMAN	8.3	30.8	9.7	27.3	8.1	33.0	7.2	20.7	8.3	34.0
CLERGYMAN	1.8	.8	2.6	.5	1.2	1.3	2.0	.0	.6	.6
COLLEGE TEACHER	.7	.7	.8	.3	.4	.9	.7	.0	1.3	1.1
DOCTOR (M.D. OR D.D.S.)	.6	1.9	.0	.7	.4	2.4	.8	.6	1.5	3.2
EDUCATOR (SECONDARY)	2.6	2.1	.5	1.6	1.5	2.7	4.2	3.5	4.5	2.2
ELEMENTARY TEACHER	.5	.3	.1	.3	.5	.4	.9	.6	.5	.3
ENGINEER	2.6	7.7	2.9	6.7	2.3	7.3	2.7	4.7	2.2	10.2
FARMER OR FORESTER	4.8	6.8	5.4	8.4	3.5	5.1	6.1	6.7	2.0	6.4
HEALTH PROFESSIONAL (NON-M.D.)	1.4	1.2	2.1	1.1	1.1	1.1	1.2	2.0	1.1	1.6
LAWYER	.3	1.2	.0	.5	.4	1.5	.4	1.3	.5	1.9
MILITARY CAREER	2.6	2.0	1.3	1.4	3.8	3.0	2.5	7.7	3.2	1.9
RESEARCH SCIENTIST	.2	.6	.0	.2	.4	.6	.2	.0	.2	1.1
SKILLED WORKER	13.5	13.5	12.9	16.4	13.7	12.1	14.5	18.0	11.8	10.4
SEMI-SKILLED WORKER	18.6	7.9	18.0	9.8	20.9	7.1	16.9	9.5	19.9	5.6
UNSKILLED WORKER	15.4	3.2	16.6	4.1	17.5	2.9	13.3	3.7	15.1	2.2
UNEMPLOYED	3.7	1.0	5.0	1.3	2.4	1.0	3.5	.6	3.3	.7
OTHER	21.8	17.4	21.4	18.6	21.1	17.2	22.3	18.8	22.4	15.5
VETERAN										
NO	92.9	95.1	87.3	92.1	94.8	96.9	95.1	84.2	96.0	98.3
YES, SERVED IN SOUTHEAST ASIA	3.8	2.6	6.7	4.4	2.4	1.5	2.9	5.4	1.9	.9
YES, DID NOT SERVE IN SE ASIA	3.4	2.3	6.0	3.5	2.8	1.7	2.0	10.4	2.1	.8
MARITAL STATUS **										
PRESENTLY MARRIED	4.8	2.9	8.4	4.5	3.2	2.1	2.7	15.9	5.3	1.2
NOT MARRIED	95.2	97.1	91.6	95.5	96.8	97.9	97.3	84.1	94.7	98.8
DISTANCE FROM HOME TO COLLEGE										
5 MILES OR LESS	17.0	10.9	30.6	17.0	9.6	6.4	11.9	37.4	12.6	6.0
6-10 MILES	12.4	12.3	23.9	18.1	8.9	6.9	4.8	15.3	13.0	9.5
11-50 MILES	17.3	27.1	19.6	36.5	18.4	21.2	14.7	21.4	17.6	18.6
51-100 MILES	13.4	14.1	7.6	12.7	14.5	14.9	18.4	3.6	11.2	15.7
101-500 MILES	26.1	27.2	12.1	13.8	28.4	34.2	32.9	10.1	35.1	41.7
MORE THAN 500 MILES	13.8	8.3	6.2	2.0	20.3	16.4	17.2	12.2	10.4	8.5

FALL, 1971, NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: MEN

ITEM	ALL INSTITUTIONS		PREDOMINANTLY WHITE TWO-YEAR COLLEGES		PREDOMINANTLY WHITE FOUR-YEAR COLLEGES		PREDOMINANTLY NEGRO FOUR-YEAR COLLEGES		PREDOMINANTLY WHITE UNIVERSITIES	
	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK
AVERAGE GRADE IN HIGH SCHOOL										
A OR A+	1.3	4.5	.5	1.0	2.2	5.2	.6	.9	3.9	9.8
A-	3.1	7.2	1.4	2.5	6.0	8.9	1.8	2.3	5.5	13.3
B+	10.7	14.0	6.5	7.7	13.6	17.2	9.8	7.8	17.9	20.6
B	19.3	22.6	14.5	20.3	23.7	24.5	19.2	23.8	23.4	23.9
B-	18.1	18.5	17.2	20.2	17.2	17.9	18.7	19.8	20.2	16.4
C+	26.5	18.9	32.7	26.1	19.0	15.5	29.0	21.8	18.2	10.8
C	19.8	13.3	25.9	20.4	17.0	10.3	19.9	20.3	10.5	5.0
D	1.2	.9	1.3	1.6	1.4	.5	1.1	3.3	.6	.2
RANK IN HIGH SCHOOL CLASS										
TOP QUARTER	25.1	35.7	9.9	15.8	35.7	44.1	22.7	12.7	47.4	59.4
SECOND QUARTER	31.0	32.0	23.8	32.5	31.1	33.8	36.0	40.5	32.9	28.8
THIRD QUARTER	36.9	27.0	54.9	42.7	26.7	19.1	35.4	38.1	18.0	10.2
FOURTH QUARTER	7.1	5.2	11.4	9.1	6.5	3.0	5.9	8.8	1.7	1.6
SECONDARY SCHOOL ACHIEVEMENTS										
PRESIDENT STUDENT ORGANIZATION	23.8	18.1	13.6	12.3	28.2	22.0	28.3	20.1	27.4	23.1
HIGH RATING STATE MUSIC CONTEST	9.6	8.3	7.6	6.4	8.9	9.4	11.2	6.5	11.2	10.3
STATE/REGIONAL SPEECH CONTEST	5.2	4.1	4.8	2.6	5.8	4.6	5.4	5.1	4.7	5.9
MAJOR PART IN A PLAY	19.6	14.1	15.7	11.4	18.4	16.1	24.1	17.5	17.9	16.2
VARSITY LETTER (SPORTS)	54.0	46.6	57.9	42.5	54.1	52.7	51.8	49.0	51.0	45.2
AWARD IN ART COMPETITION	7.1	4.7	6.9	5.1	7.3	4.3	7.7	2.8	5.2	4.5
EDITOR OF SCHOOL PAPER	9.2	8.1	6.6	5.7	9.5	9.7	10.4	7.3	11.5	10.4
ORIGINAL WRITING PUBLISHED	13.0	12.5	9.2	8.4	14.5	15.0	12.7	10.5	19.8	16.5
NSF SUMMER PROGRAM	1.8	.8	1.8	.3	1.8	.9	1.4	.0	2.3	1.7
STATE/REGIONAL SCIENCE PROGRAM	2.6	2.1	1.0	1.4	2.8	2.2	3.6	1.8	3.3	3.4
SCHOLASTIC HONOR SOCIETY	14.0	18.9	3.9	6.6	21.1	24.1	13.1	7.1	27.5	33.9
NATIONAL MERIT RECOGNITION	8.7	7.4	2.9	2.8	14.7	8.8	6.5	1.3	17.7	13.8
YEAR FINISH SECONDARY SCHOOL **										
GRADUATED IN 1971	81.1	89.0	68.2	82.9	85.7	92.6	85.7	70.5	89.7	95.0
DID NOT GRADUATE IN 1971	18.9	11.0	31.9	17.1	14.3	7.4	14.3	29.5	10.3	5.0
HIGHEST DEGREE PLANNED										
NONE	7.6	6.4	13.0	10.3	4.6	3.9	5.9	3.6	5.0	3.1
ASSOCIATE (OR EQUIVALENT)	4.2	8.5	11.5	18.7	1.5	1.1	1.0	1.7	.6	.8
BACHELOR'S (B.A., B.S.)	27.8	34.1	30.9	34.8	26.7	34.9	27.0	36.0	24.9	31.7
MASTER'S (M.A., M.S.)	32.1	25.0	27.0	18.7	33.8	30.5	36.8	31.1	28.2	28.3
PH.D. OR ED.D.	14.5	9.4	7.9	4.6	17.7	12.3	16.8	16.3	18.2	14.0
M.D., D.O., D.D.S., OR D.V.M.	4.5	7.0	1.8	3.8	5.3	7.3	4.1	4.3	10.2	12.5
LL.B. OR J.D. (LAW)	5.7	5.6	1.9	2.8	7.5	7.2	6.0	5.9	10.4	8.1
B.D. (DIVINITY)	.3	.5	.0	.3	.7	.8	.4	.0	.2	.2
OTHER	3.3	3.5	6.2	5.9	2.3	2.0	1.9	1.1	2.3	1.3
CONCERN ABOUT FINANCING COLLEGE										
NO CONCERN	23.8	35.9	28.3	37.4	23.7	37.0	22.2	35.3	17.6	31.9
SOME CONCERN	53.2	55.1	49.7	54.3	53.7	53.7	54.4	45.0	57.1	58.5
MAJOR CONCERN	23.0	9.0	22.0	8.4	22.6	9.3	23.4	19.7	25.3	9.6

FALL, 1971, NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: MEN

ITEM	ALL INSTITUTIONS		PREDOMINANTLY WHITE TWO-YEAR COLLEGES		PREDOMINANTLY WHITE FOUR-YEAR COLLEGES		PREDOMINANTLY NEGRO FOUR-YEAR COLLEGES		PREDOMINANTLY WHITE UNIVERSITIES	
	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK
MAJOR SOURCES OF FINANCIAL SUPPORT FOR COLLEGE (1)										
PART-TIME OR SUMMER WORK	25.2	34.7	32.5	39.9	22.5	29.0	23.0	27.5	19.2	33.4
SAVINGS FROM FULL-TIME EMPLOY	12.1	11.5	14.9	14.4	16.7	10.0	8.9	8.7	6.8	8.5
PARENTAL OR FAMILY AID OR GIFTS	27.9	50.1	19.6	40.7	24.6	52.9	35.3	32.4	32.4	63.3
PARENT'S MILITARY SERVICE	3.0	1.9	3.4	2.2	2.4	1.6	3.4	1.2	2.2	1.5
PERSONAL MILITARY SERVICE	6.2	4.4	11.4	6.7	4.6	3.2	4.3	14.8	2.6	1.6
SCHOLARSHIPS AND GRANTS	40.2	17.2	34.8	11.5	45.6	22.3	35.2	17.9	57.8	20.4
LOANS-NDEA/GOV'T INSURED/COLLEGE	25.3	13.1	18.7	11.5	29.4	14.9	25.3	9.7	33.7	13.8
OTHER REPAYABLE LOANS	10.4	5.3	10.1	5.3	10.1	6.2	11.7	2.8	7.8	4.2
PROBABLE MAJOR FIELD OF STUDY(2)										
AGRICULTURE (INCL FORESTRY)	.6	5.6	.6	8.3	.2	2.5	1.2	4.9	.1	5.2
BIOLOGICAL SCIENCES	3.5	4.5	1.4	3.1	3.6	5.4	4.4	4.2	5.1	5.5
BUSINESS	24.1	18.0	30.8	23.1	20.2	16.2	23.8	22.3	18.2	11.6
EDUCATION	8.2	4.5	10.4	4.7	6.0	5.9	9.9	8.6	3.0	2.1
ENGINEERING	9.9	13.4	10.8	14.4	14.1	10.8	6.7	6.5	9.0	15.3
ENGLISH	.6	1.2	.2	.7	1.0	1.6	.7	.6	.3	1.4
HEALTH PROFESSIONS (NON-M.D.)	3.0	2.6	4.4	2.9	2.6	2.3	1.9	2.5	3.5	2.3
HISTORY, POLITICAL SCIENCE	7.3	5.1	3.9	2.9	8.4	7.6	10.2	12.9	4.7	5.3
HUMANITIES (OTHER)	1.9	2.1	1.7	1.5	3.2	3.3	1.5	1.1	1.4	1.6
FINE ARTS	9.4	8.3	10.7	9.2	6.5	7.0	10.5	13.2	9.3	8.7
MATHEMATICS OR STATISTICS	2.1	2.6	1.5	1.3	2.1	3.6	2.1	1.6	3.7	3.6
PHYSICAL SCIENCES	1.6	3.1	.7	1.4	1.7	3.9	1.6	1.7	3.1	5.1
PRE-PROFESSIONAL	10.7	12.5	4.5	7.8	14.6	13.7	8.3	6.4	23.3	19.0
SOCIAL SCIENCES	10.2	5.3	8.1	4.0	10.6	6.7	12.0	9.0	8.8	5.6
OTHER FIELDS (TECHNICAL)	5.0	7.4	8.1	10.7	3.2	4.8	4.0	2.8	4.5	5.1
OTHER FIELDS (NONTECHNICAL)	.7	1.5	.8	1.5	1.4	2.2	.3	.0	.4	.5
UNDECIDED	1.1	2.4	1.6	2.5	.8	2.4	.7	1.6	1.5	2.2
PROBABLE CAREER OCCUPATION (2)										
ARTIST (INCL PERFORMER)	6.9	4.8	7.4	4.6	5.9	5.1	8.3	9.0	4.3	4.8
BUSINESSMAN	20.0	16.0	21.1	20.1	16.9	14.3	22.1	20.7	18.2	11.0
CLERGYMAN	.5	1.1	.1	.7	1.1	2.0	.4	.7	.2	.5
COLLEGE TEACHER	1.3	.7	.8	.4	1.4	1.0	1.6	2.5	1.5	.9
DOCTOR (M.D. OR D.D.S.)	6.3	6.4	3.0	2.8	6.8	7.1	5.7	3.6	13.6	11.9
EDUCATOR (SECONDARY)	7.8	6.6	6.1	5.5	7.6	9.7	10.8	13.7	4.0	4.1
ELEMENTARY TEACHER	1.9	.8	2.3	.7	1.8	1.2	2.4	1.3	.3	.3
ENGINEER	8.3	9.7	6.8	8.9	12.6	8.0	6.4	6.8	9.1	13.6
FARMER OR FORESTER	.3	5.0	.0	6.9	.4	2.9	.3	5.2	.6	4.6
HEALTH PROFESSIONAL (NON-M.D.)	2.9	3.9	3.5	4.2	2.6	3.1	2.0	3.8	4.3	4.2
LAWYER	8.9	6.7	3.6	3.6	10.8	8.4	9.3	6.6	15.2	9.6
NURSE	.2	.3	.6	.6	.0	.2	.1	.0	.4	.1
RESEARCH SCIENTIST	2.2	3.4	1.4	1.8	2.3	3.6	1.9	1.3	4.1	5.8
OTHER	23.3	21.6	32.3	27.2	21.2	19.1	20.0	14.0	17.7	15.7
UNDECIDED	9.1	13.0	11.1	12.0	9.0	14.4	8.8	10.7	6.6	13.0

FALL, 1971, NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: MEN

ITEM	ALL INSTITUTIONS		PREDOMINANTLY WHITE TWO-YEAR COLLEGES		PREDOMINANTLY WHITE FOUR-YEAR COLLEGES		PREDOMINANTLY NEGRO FOUR-YEAR COLLEGES		PREDOMINANTLY WHITE UNIVERSITIES	
	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK
REASONS NOTED AS VERY IMPORTANT IN DECIDING TO GO TO COLLEGE **										
PARENTS WANTED ME TO GO	37.7	21.0	40.3	21.2	33.4	21.6	39.9	18.3	33.6	19.8
CONTRIBUTE MORE TO MY COMMUNITY	36.5	13.8	33.9	12.1	36.7	15.2	37.0	28.8	40.6	14.7
GET A BETTER JOB	84.8	76.5	85.6	81.4	79.7	73.1	88.6	77.3	81.6	72.5
GAIN A GENERAL EDUCATION	61.7	52.8	57.2	49.0	62.7	55.8	65.2	51.5	60.3	55.3
IMPROVE READING/STUDY SKILLS	41.6	20.6	44.2	23.0	38.4	20.4	43.9	29.3	35.5	16.5
NOTHING BETTER TO DO	4.5	2.0	5.1	2.0	4.1	1.8	4.7	5.7	3.6	2.4
BECOME MORE CULTURED	43.0	23.5	42.0	23.5	40.1	24.6	48.7	36.0	34.3	22.0
MAKE MORE MONEY	68.8	56.3	73.2	63.0	60.5	51.3	73.6	55.7	60.5	51.6
LEARN MORE ABOUT MY INTERESTS	69.1	64.2	69.5	62.8	69.3	64.0	68.8	64.3	68.5	67.1
MEET NEW/INTERESTING PEOPLE	39.7	36.2	35.8	32.6	40.4	38.9	41.8	30.8	41.4	38.8
PREPARE FOR GRAD OR PROF SCHOOL	53.9	38.1	54.2	35.7	50.6	38.1	55.4	42.7	55.3	42.2
REASONS NOTED AS VERY IMPORTANT IN SELECTING THIS COLLEGE **										
RELATIVES WANTED ME TO GO	10.6	6.0	12.0	6.2	7.6	6.2	12.3	4.3	7.9	5.2
COLLEGE HAS A GOOD REPUTATION	37.6	34.6	28.8	26.6	42.6	38.8	39.4	20.3	45.1	43.2
MOST FRIENDS GOING TO THIS COL	5.4	4.5	7.9	6.0	2.3	3.1	6.4	3.4	2.1	3.7
LOW TUITION	15.7	19.0	22.9	26.1	12.1	12.5	12.2	29.9	14.4	15.1
ADVICE OF SOMEONE WHO ATTENDED	16.2	15.2	13.1	15.7	17.7	15.8	19.7	16.8	11.6	13.4
SPECIAL EDUC PROGRAM OFFERED	33.7	29.5	32.3	28.4	39.3	29.8	28.6	22.5	41.2	31.0
NOT ACCEPTED ANYWHERE ELSE	3.6	3.6	5.4	4.3	2.6	3.4	3.2	5.1	2.0	2.4
ADVICE OF GUIDANCE COUNSELOR	10.6	7.5	10.5	9.9	12.5	6.6	10.1	6.2	8.7	4.5
WANTED TO LIVE AT HOME	12.5	12.2	21.8	19.1	7.6	7.0	8.8	31.3	9.1	6.8
NEED FOR SPECIAL HELP IN (1) **										
ENGLISH	28.0	20.6	34.5	22.7	29.7	19.9	22.6	24.7	25.1	17.7
READING	15.0	12.4	16.3	12.8	17.9	11.7	11.5	14.7	16.6	12.6
MATHEMATICS	49.0	33.0	46.9	37.3	48.5	32.9	52.0	42.2	46.7	25.4
SOCIAL STUDIES	7.0	3.2	12.0	3.7	5.5	3.0	4.6	3.7	4.9	2.5
SCIENCE	23.7	15.7	22.2	15.4	27.8	17.7	21.5	19.6	25.6	13.5
FOREIGN LANGUAGE	36.8	23.5	29.9	19.4	36.7	28.8	42.9	34.5	35.7	23.5
AGREE STRONGLY OR SOMEWHAT										
GOV'T NOT CONTROLLING POLLUTION	86.9	90.5	83.7	89.2	87.8	91.1	88.4	86.8	88.5	92.0
GOV'T NOT PROTECTING CONSUMER	77.7	76.1	75.8	75.2	75.4	75.6	78.8	76.2	83.3	78.3
GOV'T NOT DESEGREGATING QUICKLY	71.0	49.4	72.2	50.6	69.4	48.0	70.3	50.7	73.5	49.4
TOO MANY RIGHTS FOR CRIMINALS	37.7	54.8	42.7	57.0	34.7	54.3	37.0	50.9	33.6	51.3
SHOULD ABOLISH DEATH PENALTY	67.0	52.4	62.6	49.2	68.6	53.5	69.3	56.1	67.6	56.7
WOMEN'S ACTIVITIES BEST IN HOME	57.7	51.6	62.4	57.2	52.2	50.3	62.1	52.7	44.3	43.2
BARELY COMMUNICATE WITH PARENTS	22.4	20.4	27.4	22.1	16.2	18.9	22.6	20.5	21.1	19.4
SHOULD LEGALIZE MARIJUANA	39.9	41.8	37.5	39.0	38.3	41.2	40.7	40.7	46.4	47.7
SHOULD DISCOURAGE LARGE FAMILIES	45.0	70.7	40.8	66.0	47.3	71.9	44.9	69.7	51.0	77.6
WOMEN SHOULD GET JOB EQUALITY	79.9	82.8	74.4	80.0	83.6	83.4	80.8	89.2	84.0	87.0
ALL SHOULD GET COL OPPORTUNITY	82.1	65.7	84.8	75.9	81.8	59.4	81.6	76.2	77.5	56.0
CAN DO LITTLE TO CHANGE SOCIETY	47.6	46.3	47.8	48.2	45.5	44.4	48.3	38.5	48.6	45.8

FALL 1971. NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: MEN

ITEM	ALL INSTITUTIONS		PREDOMINANTLY WHITE TWO-YEAR COLLEGES		PREDOMINANTLY WHITE FOUR-YEAR COLLEGES		PREDOMINANTLY NEGRO FOUR-YEAR COLLEGES		PREDOMINANTLY WHITE UNIVERSITIES	
	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK
AGREE STRONGLY OR SOMEWHAT										
COL REGULATE STUDENTS OFF CAMPUS	25.4	13.4	26.4	14.7	20.9	13.7	30.4	24.3	16.6	10.7
BENEFIT OF COLLEGE IS MONETARY	73.8	65.7	78.6	73.9	65.3	60.7	78.3	68.4	64.8	57.8
STUDENTS HELP EVALUATE FACULTY	73.7	76.3	70.8	74.6	73.8	76.4	74.9	71.9	76.9	79.2
ABOLISH COLLEGE GRADES	37.9	41.9	35.3	40.8	39.2	42.7	37.3	37.9	43.2	42.7
DE-EMPHASIZE ORGANIZED SPORTS	24.3	27.0	29.1	26.4	22.5	25.8	22.2	24.4	22.2	29.8
REGULATE STUDENT PUBLICATIONS	44.0	31.9	50.5	38.4	38.4	29.7	47.6	36.9	28.2	23.4
COLLEGE HAS RIGHT TO BAN SPEAKER	26.1	30.1	30.2	33.6	25.8	28.9	26.4	35.9	16.2	25.4
GIVE DISADVANTAGED PREF TRTMNT	70.1	39.8	64.8	45.1	72.8	37.3	71.4	59.0	73.8	33.8
COL TOO LAX ON STUDENT PROTEST	36.7	50.3	41.9	54.3	32.5	50.4	38.4	50.2	27.0	43.0
ADOPT OPEN ADMISSIONS AT PUB COL	52.9	36.8	61.1	46.7	50.7	31.0	49.5	37.5	47.2	27.0
USE SAME DEGREE STANDARD FOR ALL	76.7	78.6	76.7	78.4	77.1	78.2	74.7	76.1	81.8	79.6
CURRENT POLITICAL PREFERENCE										
FAR LEFT	6.9	3.3	4.7	3.1	8.7	3.3	7.3	3.6	8.0	3.9
LIBERAL	40.6	36.5	33.3	32.6	46.8	37.6	39.6	41.8	49.7	42.2
MIDDLE-OF-THE-ROAD	37.6	43.9	41.9	48.5	33.1	41.8	38.4	35.8	33.9	38.5
CONSERVATIVE	12.7	15.4	16.6	14.9	10.4	16.5	12.6	15.7	7.8	14.6
FAR RIGHT	2.1	.9	3.5	.9	.9	.8	2.1	3.1	.6	.8
OBJECTIVES CONSIDERED TO BE ESSENTIAL OR VERY IMPORTANT										
ACHIEVE IN A PERFORMING ART	14.8	9.7	16.0	8.4	13.1	11.1	15.3	13.0	13.5	9.9
BE AN AUTHORITY IN MY FIELD	73.0	64.3	69.4	63.7	74.0	65.8	75.2	67.8	73.7	63.4
OBTAIN RECOGNITION FROM PEERS	54.5	41.4	50.2	39.6	52.3	42.7	59.9	49.0	53.9	42.9
INFLUENCE POLITICAL STRUCTURE	26.2	16.8	20.2	13.6	29.0	18.9	28.4	17.5	29.6	19.8
INFLUENCE SOCIAL VALUES	39.8	25.8	34.5	23.2	43.4	28.3	39.6	28.4	46.5	27.2
RAISE A FAMILY	54.4	56.6	54.8	56.6	54.0	59.0	53.7	54.6	56.2	53.4
HAVE ACTIVE SOCIAL LIFE	60.9	56.3	61.7	56.9	58.9	57.3	63.1	50.3	56.5	54.0
HAVE FRIENDS DIFFERENT FROM ME	56.6	57.1	55.9	55.8	60.1	58.8	54.7	52.5	57.0	57.0
BE AN EXPERT IN FINANCE	29.7	18.4	33.9	20.6	25.7	17.2	30.6	18.3	24.6	16.3
BE ADMINISTRATIVELY RESPONSIBLE	34.5	24.7	37.7	26.0	32.8	25.4	35.1	20.9	27.9	21.4
BE VERY WELL-OFF FINANCIALLY	60.4	49.7	60.0	53.8	54.9	46.6	66.3	50.5	54.8	46.3
HELP OTHERS IN DIFFICULTY	67.2	54.5	62.5	52.7	71.6	57.4	66.9	60.7	71.3	53.9
PARTICIPATE IN PEACE CORPS/VISTA	14.2	11.1	15.3	10.4	14.4	12.2	12.8	12.8	14.9	10.7
BECOME A COMMUNITY LEADER	30.7	15.3	26.9	12.7	33.2	18.6	32.1	23.6	31.4	15.2
CONTRIBUTE TO SCIENTIFIC THEORY	13.8	11.8	11.9	8.9	14.7	12.1	14.1	17.0	15.9	16.4
WRITE ORIGINAL WORKS	13.7	11.4	12.1	9.0	14.6	12.8	13.0	13.2	17.8	13.8
NEVER BE OBLIGATED TO PEOPLE	29.8	22.4	30.2	23.7	29.5	21.1	30.1	23.2	28.7	21.9
CREATE WORKS OF ART	13.3	11.1	15.8	10.9	10.9	10.4	13.0	13.1	12.2	12.4
KEEP UP WITH POLITICAL AFFAIRS	47.0	44.6	41.7	38.2	48.8	48.8	50.1	43.8	48.4	50.6
SUCCEED IN MY OWN BUSINESS	60.0	52.6	59.6	58.2	56.4	48.7	65.1	47.6	53.5	48.0
HELP CLEAN UP ENVIRONMENT	40.6	44.1	40.6	42.9	40.2	45.3	40.5	51.6	41.7	44.5
DEVELOP A PHILOSOPHY OF LIFE	67.6	63.4	62.3	56.2	71.4	68.7	68.1	70.4	71.4	69.0
PARTICIPATE IN COMMUNITY ACTION	40.9	22.8	38.8	21.3	41.9	25.2	41.4	35.3	42.4	22.0
MARRY WITHIN NEXT 5 YEARS	22.2	24.3	25.5	27.8	19.5	24.0	22.5	22.2	19.1	18.6

FALL, 1971, NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: MEN

ITEM	ALL INSTITUTIONS		PREDOMINANTLY WHITE TWO-YEAR COLLEGES		PREDOMINANTLY WHITE FOUR-YEAR COLLEGES		PREDOMINANTLY NEGRO FOUR-YEAR COLLEGES		PREDOMINANTLY WHITE UNIVERSITIES	
	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK
SELF RATINGS OF BETTER THAN 'AVERAGE' ON PERSONAL TRAITS										
ACADEMIC ABILITY	30.1	50.7	19.6	32.1	40.0	58.9	26.0	37.3	48.3	72.7
ATHLETIC ABILITY	52.2	45.5	55.5	42.9	56.0	49.0	46.9	36.8	52.7	45.2
ARTISTIC ABILITY	15.4	16.1	15.8	15.3	14.6	15.6	14.4	16.7	18.4	18.2
CHEERFULNESS	54.5	47.3	59.1	45.6	55.0	49.9	50.7	45.5	53.7	47.0
DEFENSIVENESS	32.0	26.5	32.5	26.6	32.8	26.3	30.1	15.8	34.6	26.8
DRIVE TO ACHIEVE	59.2	50.6	54.7	42.5	62.7	54.5	57.5	50.3	68.4	59.7
LEADERSHIP ABILITY	42.7	38.4	40.1	29.9	47.2	44.3	38.9	37.2	51.3	45.5
MATHEMATICAL ABILITY	21.1	38.5	16.8	26.3	26.7	42.1	17.5	24.8	30.9	55.5
MECHANICAL ABILITY	19.7	35.5	18.6	36.7	22.5	32.8	17.7	28.8	22.6	37.2
ORIGINALITY	31.4	35.1	24.1	29.1	37.6	37.5	28.3	27.6	45.5	42.4
POLITICAL CONSERVATISM	6.4	10.6	5.4	7.7	5.8	12.6	7.6	5.9	6.5	12.9
POLITICAL LIBERALISM	23.4	25.9	16.1	19.3	31.8	28.3	20.1	30.8	35.0	34.3
POPULARITY (GENERAL)	38.4	31.6	37.6	26.8	43.9	36.0	33.3	24.9	44.6	34.2
POPULARITY WITH OPPOSITE SEX	43.0	29.5	42.7	26.1	46.6	32.7	40.1	24.4	45.3	31.3
PUBLIC SPEAKING ABILITY	22.5	21.2	17.2	14.6	27.9	25.4	21.0	16.8	29.7	27.3
SELF-CONFIDENCE (INTELLECTUAL)	43.0	38.5	39.4	27.3	46.6	43.3	40.8	30.0	51.4	51.7
SELF-CONFIDENCE (SOCIAL)	40.5	29.2	39.2	25.6	44.3	32.5	38.2	29.3	43.0	31.2
SENSITIVITY TO CRITICISM	18.8	23.2	18.1	20.7	20.9	24.2	17.2	24.2	21.6	26.5
STUBBORNNESS	21.8	36.2	20.4	34.4	24.3	37.3	19.1	34.8	28.2	38.0
UNDERSTANDING OF OTHERS	60.9	58.3	58.6	54.1	63.9	61.5	59.1	56.8	65.7	61.6
WRITING ABILITY	25.2	26.5	21.4	18.6	27.8	30.7	24.7	19.1	31.1	35.0
STUDENTS ESTIMATE CHANCES ARE VERY GOOD THAT THEY WILL										
GET MARRIED WHILE IN COLLEGE	6.5	7.3	7.5	7.2	6.6	7.6	6.0	10.5	5.7	7.3
MARRY WITHIN A YEAR AFTER COL	16.0	17.9	16.7	16.3	16.2	20.3	16.6	17.0	12.0	17.5
VOTE IN 1972 PRES ELECTION	65.2	76.1	62.3	71.2	65.2	78.1	66.8	71.8	67.8	82.0
ENLIST IN ARMED SERV BEFORE GRAD	2.1	3.2	.9	1.7	3.9	5.6	1.6	.7	2.7	2.6
CHANGE MAJOR FIELD	11.2	11.7	10.6	8.1	10.6	13.3	10.4	11.0	15.7	16.1
CHANGE CAREER CHOICE	9.1	12.1	7.4	8.6	9.6	13.6	8.2	8.9	14.8	16.4
FAIL ONE OR MORE COURSES	2.9	2.5	2.4	2.4	4.0	2.8	2.3	4.0	3.9	2.2
GRADUATE WITH HONORS	9.3	4.9	8.6	3.2	8.8	5.5	9.5	8.0	11.2	7.1
BE ELECTED TO A STUDENT OFFICE	4.2	1.4	3.0	1.0	5.2	1.9	4.8	2.1	3.6	1.5
JOIN SOC FRATERNITY OR SORORITY	14.6	12.4	8.8	8.9	15.2	15.5	19.8	5.6	12.4	14.4
BE ELECTED TO AN HONOR SOCIETY	4.0	2.9	2.3	1.4	4.5	3.5	4.3	2.0	6.0	4.7
MAKE AT LEAST A 'B' AVERAGE	18.6	22.4	16.1	16.3	22.2	24.1	16.3	19.3	24.2	31.1
NEED EXTRA TIME TO GET DEGREE	6.0	3.8	7.4	4.4	5.7	3.3	5.5	4.8	4.3	3.5
WORK AT OUTSIDE JOB	28.5	33.7	37.4	41.0	26.4	27.4	22.2	40.7	29.4	29.2
SEEK VOCATIONAL COUNSELING	12.7	10.4	11.2	9.2	13.4	11.4	13.1	14.0	14.1	11.3
SEEK PERSONAL COUNSELING	11.3	6.1	8.8	4.7	13.4	7.9	12.0	7.5	11.5	6.2
ENROLL IN HONORS COURSE	5.3	5.6	3.7	2.1	6.7	6.4	4.8	5.7	7.7	10.6
GET TUTORING HELP IN COURSES	18.0	5.4	14.4	4.3	20.5	6.9	17.6	8.1	22.6	5.1
AUTHOR A PUBLISHED ARTICLE	5.6	4.0	6.0	2.5	5.7	4.9	5.2	3.6	5.7	5.4
BE MORE SUCCESSFUL THAN MOST	17.6	11.4	18.4	11.0	15.9	10.7	18.0	14.3	18.1	13.0
DROP OUT TEMPORARILY	1.6	1.3	2.0	1.2	1.6	1.5	1.6	.9	.8	1.5
DROP OUT PERMANENTLY	1.2	.7	1.7	.7	.8	.8	1.1	.0	.8	.5
TRANSFER TO ANOTHER COLLEGE	7.8	11.0	10.0	13.6	5.7	10.6	6.6	15.1	9.8	7.2
BE SATISFIED WITH MY COLLEGE	51.5	52.2	46.6	50.1	52.2	54.2	56.6	48.0	47.3	53.4

FALL, 1971, NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: MEN

ITEM	ALL INSTITUTIONS		PREDOMINANTLY WHITE TWO-YEAR COLLEGES		PREDOMINANTLY WHITE FOUR-YEAR COLLEGES		PREDOMINANTLY NEGRO FOUR-YEAR COLLEGES		PREDOMINANTLY WHITE UNIVERSITIES	
	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK
ACTIVITIES ENGAGED IN BY STUDENTS DURING THE PAST YEAR										
VOTED IN STUDENT ELECTION (3)	61.5	61.4	52.8	58.6	62.0	64.1	68.7	58.6	60.5	62.8
CAME LATE TO CLASS	63.7	53.9	57.9	53.6	64.9	54.4	66.0	51.9	68.0	53.8
PLAYED A MUSICAL INSTRUMENT	34.5	34.7	29.3	31.0	35.2	36.4	36.7	36.4	39.0	38.9
STUDIED IN THE LIBRARY (3)	32.5	26.7	25.7	23.6	35.5	28.9	34.9	31.5	35.7	29.2
CHECKED OUT A LIBRARY BOOK (3)	36.8	35.3	28.1	31.3	42.3	38.0	38.7	39.0	41.1	38.8
ARRANGED DATE FOR STUDENT	44.5	44.0	42.0	45.6	43.9	44.5	47.7	36.1	42.5	40.4
OVERSLEPT AND MISSED A CLASS	28.7	23.9	27.7	25.1	29.0	23.7	28.5	30.2	31.4	22.1
READ ABOUT RIGHTS/RESPONSIBILITY	71.4	62.7	66.6	58.0	70.7	65.7	76.2	60.4	70.2	66.7
TYPED A HOMEWORK ASSIGNMENT (3)	14.7	15.9	12.2	13.2	15.7	17.7	14.6	11.6	18.8	18.4
DISCUSSED FUTURE WITH PARENTS(3)	36.9	32.1	34.7	30.9	38.1	34.4	38.7	28.3	34.5	31.0
WAS LATE WITH SCHOOL ASSIGNMENT	69.9	72.4	64.8	73.6	72.3	72.7	72.5	71.0	70.1	70.0
ARGUED WITH A TEACHER IN CLASS	39.3	56.3	35.9	50.8	43.6	59.0	36.8	44.7	46.1	62.4
ATTENDED A RELIGIOUS SERVICE	84.9	83.3	81.4	81.1	84.9	86.1	88.5	76.6	83.1	83.5
DEMONSTRATED FOR RACIAL CHANGE	43.7	15.4	35.8	14.1	47.0	16.3	46.6	24.0	47.3	16.4
DEMONSTRATED FOR MILITARY CHANGE	15.4	13.2	12.3	11.8	19.5	14.1	14.2	15.7	18.4	14.5
DEMONSTRATED FOR SCHOOL CHANGE	49.6	31.6	39.3	28.6	51.2	33.8	55.2	34.4	54.5	33.9
DID EXTRA READING FOR COURSE (3)	16.5	11.5	11.7	8.4	17.4	12.9	18.4	12.8	20.6	15.0
TOOK SLEEPING PILLS	2.6	3.8	2.9	3.7	2.8	3.8	1.7	4.4	3.8	3.7
TUTORED ANOTHER STUDENT	45.7	39.3	33.1	29.5	54.9	44.7	45.2	36.8	59.0	49.0
PLAYED CHESS	31.7	52.9	26.0	47.6	39.0	55.8	28.1	51.3	41.4	58.3
READ POETRY NOT REQUIRED	59.7	44.7	55.9	38.9	60.4	49.0	62.5	50.1	59.3	49.0
TOOK A TRANQUILIZING PILL	3.1	4.5	3.4	4.8	3.1	4.4	2.7	3.7	3.6	4.2
DISCUSSED RELIGION (3)	19.0	20.5	13.9	15.7	23.5	24.5	18.5	17.8	24.1	23.6
TOOK VITAMINS	55.2	54.7	56.2	52.2	58.8	57.0	54.1	56.2	49.2	55.7
VISITED ART GALLERY OR MUSEUM	61.8	62.5	57.5	59.3	64.2	63.2	62.5	69.6	65.6	67.2
PARTICIPATED IN H.S. POL. CMPG.	42.3	34.1	31.4	28.1	44.2	38.9	46.8	35.9	45.1	38.2
PARTICIPATED IN OTHER POL.CMPG.	13.6	11.9	9.9	8.7	15.2	13.9	15.2	12.5	15.0	14.7
MISSED SCHOOL DUE TO ILLNESS (3)	2.9	2.1	4.6	2.4	2.2	1.9	2.3	2.2	2.2	1.8
SMOKED CIGARETTES (3)	12.3	17.0	13.6	21.4	12.2	14.7	12.6	18.4	8.6	12.4
DISCUSSED POLITICS (3)	20.3	23.9	13.8	17.6	25.1	27.0	20.8	26.2	25.4	30.6
DRANK BEER	58.2	71.8	58.2	74.2	55.4	69.9	60.8	60.6	55.7	70.0
DISCUSSED SPORTS (3)	67.7	52.9	68.1	50.2	67.2	57.1	69.9	53.3	61.7	51.7
READ ABOUT CIVIL RIGHTS	91.8	78.3	86.1	73.1	94.7	81.8	93.6	79.2	94.9	82.8
ASKED TEACHER FOR ADVICE (3)	32.8	19.3	28.9	15.9	33.9	22.0	33.9	15.7	36.4	21.7
HAD VOCATIONAL COUNSELING	53.2	44.7	52.6	47.5	51.1	44.3	55.6	52.9	51.4	40.3
STAYED UP ALL NIGHT	60.0	60.5	54.7	60.6	62.5	60.6	60.8	58.4	65.6	59.9

(**)
THIS ITEM IS REPORTED FOR THE FIRST TIME IN 1971. ITEMS NOT INDICATED WITH '**' ARE REPEATED OR MODIFIED QUESTIONS FROM ONE OR MORE OF THE EARLIER SURVEYS.

(1)
SINCE IT IS POSSIBLE THAT SOME STUDENTS MAY HAVE CHECKED MORE THAN ONE RESPONSE CATEGORY FOR THIS ITEM, THE PERCENTAGES MAY SUM TO MORE THAN 100.

(2)
RECATEGORIZATION OF THIS ITEM FROM A LONGER LIST IS SHOWN IN APPENDIX C OF THE 1971 NAT'L NORMS REPORT.

(3)
FREQUENTLY ONLY, ALL OTHER ITEMS FREQUENTLY PLUS OCCASIONALLY.

FALL, 1971, NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: WOMEN

ITEM	ALL INSTITUTIONS		PREDOMINANTLY WHITE TWO-YEAR COLLEGES		PREDOMINANTLY WHITE FOUR-YEAR COLLEGES		PREDOMINANTLY NEGRO FOUR-YEAR COLLEGES		PREDOMINANTLY WHITE UNIVERSITIES	
	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK
AGE BY DECEMBER 31, 1971										
16 OR YOUNGER	.2	.1	.0	.0	.3	.1	.3	.7	.3	.2
17	8.9	3.9	5.5	2.5	10.6	4.3	8.2	3.8	12.9	5.6
18	64.5	79.5	49.2	73.2	65.6	83.0	71.6	72.4	68.8	83.4
19	15.3	12.6	17.8	16.4	14.8	10.9	15.6	13.0	11.3	9.5
20	3.4	1.3	6.4	2.4	3.1	.7	2.3	1.5	1.9	.5
21	1.2	.5	2.8	.9	1.4	.2	.5	.8	.5	.2
22-25	2.3	.7	5.7	1.4	1.8	.4	.9	3.0	1.5	.4
26 OR OLDER	4.2	1.4	12.7	3.2	2.4	.4	.6	4.9	2.8	.2
FATHER'S EDUCATION										
GRAMMAR SCHOOL OR LESS	22.2	7.7	27.8	11.4	20.6	6.1	21.7	9.6	17.4	4.5
SOME HIGH SCHOOL	29.4	13.7	31.2	17.7	30.4	12.8	27.8	16.2	29.2	8.9
HIGH SCHOOL GRADUATE	25.8	30.0	24.6	34.3	27.7	29.2	24.9	37.4	27.2	24.4
SOME COLLEGE	11.1	17.9	10.3	17.1	10.7	18.1	10.6	16.0	13.7	18.7
COLLEGE DEGREE	7.3	20.3	5.0	14.9	6.3	21.3	9.0	14.8	7.7	27.1
POSTGRADUATE DEGREE	4.3	10.4	1.0	4.6	4.2	12.3	6.1	6.0	4.8	16.4
MOTHER'S EDUCATION										
GRAMMAR SCHOOL OR LESS	10.7	5.0	16.0	7.7	8.7	3.7	9.8	6.5	7.9	2.8
SOME HIGH SCHOOL	30.3	11.9	35.8	16.4	32.5	10.3	27.6	18.2	25.6	7.4
HIGH SCHOOL GRADUATE	32.4	43.4	32.5	46.7	34.2	42.5	30.7	46.7	34.2	39.5
SOME COLLEGE	14.1	19.7	11.6	15.7	13.2	21.0	14.0	8.0	19.5	23.8
COLLEGE DEGREE	8.5	16.8	3.5	11.8	7.8	18.4	12.2	13.8	8.4	21.9
POSTGRADUATE DEGREE	3.9	3.3	.6	1.7	3.7	4.1	5.8	6.9	4.4	4.6
RACIAL BACKGROUND (1)										
WHITE/CAUCASIAN	.9	97.5	.9	96.3	1.4	98.4	.2	81.7	2.1	98.1
BLACK/NEGRO/AFRO-AMERICAN	100.0	.0	100.0	.0	100.0	.0	100.0	.0	100.0	.0
AMERICAN INDIAN	1.4	.9	.7	.9	1.8	.8	.6	4.6	3.4	1.0
ORIENTAL	.4	.5	.3	.3	.6	.4	.1	4.6	.9	.8
MEXICAN-AMERICAN/CHICANO	.3	1.1	.3	2.5	.4	.4	.0	.0	.9	.3
PUERTO RICAN-AMERICAN	.3	.2	.3	.1	.4	.3	.0	.0	.7	.1
OTHER	.6	1.2	.5	1.3	.9	1.1	.2	10.9	1.2	1.1
ESTIMATED PARENTAL INCOME										
LESS THAN $4,000	25.8	4.2	35.4	6.3	27.1	3.3	23.4	6.0	16.2	2.4
$4,000 - $5,999	20.5	6.1	20.9	7.8	20.3	5.7	21.0	8.1	19.1	3.9
$6,000 - $7,999	16.8	9.2	16.1	11.3	17.3	8.9	15.8	19.5	19.8	6.4
$8,000 - $9,999	11.0	12.2	9.3	13.9	11.2	12.0	11.4	10.3	12.3	9.7
$10,000 - $12,499	9.4	18.4	7.5	20.0	8.7	17.5	9.7	13.8	12.5	17.5
$12,500 - $14,999	6.3	14.2	6.0	13.5	5.4	14.4	6.1	17.6	8.0	15.0
$15,000 - $19,999	4.9	14.7	2.4	13.0	5.3	15.0	5.6	18.0	6.1	17.0
$20,000 - $24,999	2.6	8.9	.7	6.8	2.7	9.3	3.3	3.0	3.2	11.4
$25,000 - $29,999	1.1	4.2	.5	2.7	.9	4.7	1.5	1.9	1.3	5.9
$30,000 - $34,999	.8	2.9	.6	1.9	.5	3.2	1.0	1.0	.7	3.8
$35,000 - $39,999	.2	1.6	.0	1.0	.1	1.8	.5	.0	.1	2.1
$40,000 OR MORE	.6	3.5	.6	1.8	.5	4.2	.7	.9	.6	4.9

FALL, 1971, NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: WOMEN

ITEM	ALL INSTITUTIONS		PREDOMINANTLY WHITE TWO-YEAR COLLEGES		PREDOMINANTLY WHITE FOUR-YEAR COLLEGES		PREDOMINANTLY NEGRO FOUR-YEAR COLLEGES		PREDOMINANTLY WHITE UNIVERSITIES	
	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK
RELIGION REARED										
PROTESTANT	43.4	52.9	37.8	50.4	43.7	55.7	44.8	47.6	47.4	52.2
ROMAN CATHOLIC	8.6	35.1	8.3	38.1	10.3	33.7	6.3	26.4	12.2	32.8
JEWISH	.2	3.9	.1	2.0	.6	3.2	.1	1.8	.3	7.9
OTHER	45.2	6.2	51.3	7.8	41.9	5.7	46.7	22.3	37.3	4.6
NONE	2.6	1.9	2.5	1.7	3.5	1.6	2.1	2.0	2.8	2.5
RELIGIOUS PREFERENCE										
PROTESTANT	37.6	45.3	33.3	43.5	36.1	48.3	40.5	40.6	38.6	43.2
ROMAN CATHOLIC	7.8	30.3	8.2	34.8	8.9	28.7	6.5	21.0	9.0	26.6
JEWISH	.2	3.1	.3	1.7	.2	2.5	.1	.0	.2	6.3
OTHER	45.2	8.9	51.1	10.4	43.9	8.3	46.2	23.8	36.4	7.5
NONE	9.3	12.5	7.2	10.2	10.8	12.2	6.7	14.6	15.8	16.5
FATHER'S OCCUPATION (2)										
ARTIST (INCL PERFORMER)	.7	.8	.5	.8	.5	.8	.8	.0	.7	.9
BUSINESSMAN	7.2	31.3	6.6	27.7	6.7	32.8	7.6	17.2	7.7	34.4
CLERGYMAN	2.1	.8	2.5	.6	2.0	1.3	2.0	.0	2.2	.6
COLLEGE TEACHER	.5	.9	.3	.5	.2	1.0	.7	.0	.8	1.4
DOCTOR (M.D. OR D.D.S.)	.8	2.0	.1	.8	.8	2.3	1.2	.0	.9	3.4
EDUCATOR (SECONDARY)	2.7	2.3	1.1	1.8	2.9	2.8	3.9	6.6	2.0	2.2
ELEMENTARY TEACHER	.7	.3	.5	.3	.7	.4	.8	.0	.5	.3
ENGINEER	1.9	7.9	1.1	6.6	2.6	7.6	2.0	6.9	2.1	10.6
FARMER OR FORESTER	4.7	7.0	6.2	9.2	4.1	5.6	5.5	2.0	1.5	5.8
HEALTH PROFESSIONAL (NON-M.D.)	1.1	1.2	1.4	1.0	.8	1.2	1.2	2.8	.9	1.5
LAWYER	.2	1.3	.0	.6	.4	1.5	.2	.0	.3	2.1
MILITARY CAREER	2.5	1.8	1.7	1.7	1.9	1.8	3.1	6.6	2.8	1.8
RESEARCH SCIENTIST	.3	.6	.3	.3	.4	.6	.1	.0	.5	1.3
SKILLED WORKER	12.6	10.9	11.5	13.1	13.2	10.2	11.8	15.8	15.2	8.7
SEMI-SKILLED WORKER	14.9	6.1	17.2	7.7	13.9	5.5	13.9	7.6	15.2	4.6
UNSKILLED WORKER	16.0	2.9	20.7	3.7	16.7	2.7	12.8	3.7	16.1	2.0
UNEMPLOYED	5.1	1.4	6.5	1.8	4.7	1.3	4.3	3.0	5.7	1.0
OTHER	25.9	20.3	21.9	21.8	27.7	20.7	27.9	27.8	24.3	17.4
VETERAN										
NO	99.7	99.8	99.5	99.8	99.8	99.7	99.7	99.2	99.7	99.9
YES, SERVED IN SOUTHEAST ASIA	.1	.0	.2	.0	.0	.0	.1	.0	.1	.0
YES, DID NOT SERVE IN SE ASIA	.2	.2	.2	.2	.2	.3	.2	.8	.1	.1
MARITAL STATUS **										
PRESENTLY MARRIED	5.0	2.4	12.0	4.3	3.8	1.3	1.8	6.1	4.2	1.0
NOT MARRIED	95.0	97.6	88.0	95.7	96.2	98.7	98.2	93.9	95.8	99.0
DISTANCE FROM HOME TO COLLEGE										
5 MILES OR LESS	19.0	11.0	37.6	18.6	13.8	6.6	11.3	23.2	16.3	6.3
6-10 MILES	13.6	10.9	26.8	17.2	9.9	5.8	5.3	19.0	18.4	9.8
11-50 MILES	21.1	27.3	25.2	37.3	30.1	21.6	14.7	23.2	18.0	21.2
51-100 MILES	12.8	15.5	4.9	11.6	13.8	18.7	18.1	7.9	10.6	16.3
101-500 MILES	23.5	28.8	4.5	13.3	21.1	37.3	33.9	13.6	30.3	39.0
MORE THAN 500 MILES	10.1	6.5	.9	2.0	11.3	9.9	16.7	13.0	6.4	7.6

FALL, 1971, NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: WOMEN

ITEM	ALL INSTITUTIONS		PREDOMINANTLY WHITE TWO-YEAR COLLEGES		PREDOMINANTLY WHITE FOUR-YEAR COLLEGES		PREDOMINANTLY NEGRO FOUR-YEAR COLLEGES		PREDOMINANTLY WHITE UNIVERSITIES	
	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK
AVERAGE GRADE IN HIGH SCHOOL										
A OR A+	2.4	7.8	1.3	3.3	3.2	8.0	2.0	4.1	3.9	14.4
A-	6.5	12.4	4.1	6.8	6.1	13.7	6.2	5.4	11.0	19.3
B+	17.4	22.1	10.5	16.0	20.0	24.6	18.9	13.4	20.1	27.2
B	28.5	28.1	28.0	30.6	25.5	28.4	29.5	33.7	30.8	23.7
B-	15.2	13.8	12.6	17.6	17.0	13.1	16.4	19.2	13.7	9.0
C+	17.8	10.3	24.4	15.9	16.1	8.3	16.7	10.7	13.5	4.8
C	11.4	5.3	17.6	9.5	11.3	3.8	9.8	12.0	6.6	1.5
D	.7	.2	1.4	.4	.8	.1	.4	1.6	.5	.1
RANK IN HIGH SCHOOL CLASS										
TOP QUARTER	33.5	51.0	13.1	30.2	35.6	57.9	35.8	30.0	53.7	71.5
SECOND QUARTER	33.2	30.2	34.1	36.0	33.6	29.6	33.8	38.7	30.1	22.1
THIRD QUARTER	27.6	16.6	42.5	29.5	25.7	11.2	26.4	27.3	12.6	5.9
FOURTH QUARTER	5.6	2.2	10.2	4.2	5.1	1.3	4.0	3.9	3.6	.5
SECONDARY SCHOOL ACHIEVEMENTS										
PRESIDENT STUDENT ORGANIZATION	22.4	18.1	12.9	13.5	22.6	19.9	27.4	19.5	24.3	22.1
HIGH RATING STATE MUSIC CONTEST	9.7	12.4	7.3	10.4	10.2	12.9	11.2	7.5	9.3	14.7
STATE/REGIONAL SPEECH CONTEST	6.1	4.9	2.6	3.2	5.6	5.4	8.5	8.3	6.4	6.5
MAJOR PART IN A PLAY	20.2	15.0	16.9	12.2	19.6	16.6	24.0	16.8	16.7	16.7
VARSITY LETTER (SPORTS)	13.5	16.2	9.6	15.4	15.1	16.9	14.2	15.6	15.2	16.1
AWARD IN ART COMPETITION	5.0	6.5	4.1	5.7	5.3	6.9	4.8	3.3	6.5	7.1
EDITOR OF SCHOOL PAPER	13.5	15.7	10.1	12.2	13.0	17.1	15.2	13.7	15.0	18.7
ORIGINAL WRITING PUBLISHED	15.5	18.3	9.7	13.5	17.5	20.6	15.6	15.7	21.0	22.2
NSF SUMMER PROGRAM	1.5	.5	1.0	.2	2.1	.5	1.3	2.5	1.5	1.1
STATE/REGIONAL SCIENCE PROGRAM	3.0	1.5	2.6	1.2	2.7	1.6	3.8	3.2	1.9	2.0
SCHOLASTIC HONOR SOCIETY	24.3	32.1	11.5	16.7	23.9	36.6	28.1	14.2	34.8	49.0
NATIONAL MERIT RECOGNITION	10.7	7.8	5.2	3.6	13.2	8.6	9.8	7.5	17.4	12.9
YEAR FINISH SECONDARY SCHOOL **										
GRADUATED IN 1971	84.3	93.2	66.9	88.2	86.5	96.0	91.2	85.1	90.3	96.5
DID NOT GRADUATE IN 1971	15.7	6.8	33.1	11.8	13.5	4.0	8.8	14.9	9.7	3.5
HIGHEST DEGREE PLANNED										
NONE	7.2	6.5	12.5	11.5	7.0	4.1	5.1	6.6	5.0	2.8
ASSOCIATE (OR EQUIVALENT)	6.5	12.9	21.3	31.5	4.1	2.5	.9	4.4	1.5	1.7
BACHELOR'S (B.A., B.S.)	27.9	42.9	28.6	31.5	32.6	49.3	25.1	40.1	27.4	49.7
MASTER'S (M.A., M.S.)	38.3	25.7	23.5	15.3	35.9	32.6	48.1	32.4	39.6	29.8
PH.D. OR ED.D.	12.5	4.7	6.3	1.8	12.5	5.5	14.9	9.1	15.7	7.5
M.D., D.O., D.D.S., OR D.V.M.	3.0	2.6	.5	1.5	3.5	2.2	3.1	2.6	5.7	4.9
LL.B. OR J.D. (LAW)	2.4	1.1	1.0	.4	3.3	1.4	2.2	4.0	3.6	1.8
B.D. (DIVINITY)	.2	.1	.7	.0	.0	.1	.1	.0	.0	.0
OTHER	2.1	3.6	5.6	6.3	1.2	2.2	.6	.9	1.5	1.7
CONCERN ABOUT FINANCING COLLEGE										
NO CONCERN	18.3	33.4	28.6	37.6	13.4	30.6	17.8	30.1	11.3	31.6
SOME CONCERN	55.3	56.5	51.5	54.7	58.4	58.0	55.7	58.1	56.1	56.7
MAJOR CONCERN	26.3	10.1	19.9	7.7	28.3	11.3	26.5	11.8	32.6	11.7

FALL, 1971, NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: WOMEN

ITEM	ALL INSTITUTIONS		PREDOMINANTLY WHITE TWO-YEAR COLLEGES		PREDOMINANTLY WHITE FOUR-YEAR COLLEGES		PREDOMINANTLY NEGRO FOUR-YEAR COLLEGES		PREDOMINANTLY WHITE UNIVERSITIES	
	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK
MAJOR SOURCES OF FINANCIAL SUPPORT FOR COLLEGE (1)										
PART-TIME OR SUMMER WORK	20.3	23.0	25.7	26.0	19.2	20.4	17.5	29.1	20.2	22.6
SAVINGS FROM FULL-TIME EMPLOY	8.4	6.8	14.3	8.9	5.8	5.2	6.1	9.3	8.9	6.2
PARENTAL OR FAMILY AID OR GIFTS	35.3	63.2	28.1	54.3	30.1	66.9	43.1	37.3	34.1	71.2
PARENT'S MILITARY SERVICE	2.7	1.8	3.4	1.9	2.5	1.7	2.8	5.3	1.9	1.5
PERSONAL MILITARY SERVICE	.6	.1	.5	.2	1.0	.1	.5	.7	.4	.1
SCHOLARSHIPS AND GRANTS	40.0	19.0	29.0	14.9	50.7	23.5	33.9	22.6	57.8	17.9
LOANS-NDEA/GOV'T INSURED/COLLEGE	31.0	14.8	20.6	12.7	36.8	17.7	33.7	15.1	32.4	13.0
OTHER REPAYABLE LOANS	12.7	6.6	8.7	6.3	15.7	8.2	14.7	5.2	10.0	4.3
PROBABLE MAJOR FIELD OF STUDY(2)										
AGRICULTURE (INCL FORESTRY)	.1	.8	.0	1.6	.0	.2	.2	1.0	.1	.6
BIOLOGICAL SCIENCES	2.1	2.7	.7	1.3	3.3	3.1	2.6	1.0	1.3	4.3
BUSINESS	17.8	13.9	27.3	27.8	14.6	6.4	16.4	14.9	12.0	4.7
EDUCATION	13.5	16.1	9.4	13.1	14.0	21.3	16.4	28.0	11.7	11.8
ENGINEERING	.4	.3	.3	.1	.7	.2	.4	.0	.4	.6
ENGLISH	3.2	3.5	2.1	2.3	3.3	4.3	3.8	3.7	3.5	4.0
HEALTH PROFESSIONS (NON-M.D.)	16.5	16.0	27.5	20.4	16.4	12.9	9.8	3.5	16.6	14.5
HISTORY, POLITICAL SCIENCE	3.9	3.0	1.8	1.8	4.4	3.9	5.6	2.8	2.2	3.5
HUMANITIES (OTHER)	1.9	4.4	.8	2.6	2.6	5.4	1.7	1.9	2.8	5.5
FINE ARTS	7.7	9.8	5.6	6.7	9.1	11.5	7.3	9.2	9.8	11.9
MATHEMATICS OR STATISTICS	2.4	2.9	.9	1.3	2.9	3.8	2.4	1.8	3.7	4.1
PHYSICAL SCIENCES	.8	.8	.0	.4	.9	.9	1.2	2.5	.9	1.3
PRE-PROFESSIONAL	5.3	3.8	1.9	2.8	7.1	3.3	4.3	6.3	10.0	6.4
SOCIAL SCIENCES	17.3	11.9	12.9	8.8	15.8	14.0	20.8	20.8	17.3	13.3
OTHER FIELDS (TECHNICAL)	2.5	2.6	3.9	3.3	2.3	2.1	1.8	.0	2.9	2.3
OTHER FIELDS (NONTECHNICAL)	3.2	5.1	3.0	4.0	1.9	4.3	4.2	1.8	3.0	5.2
UNDECIDED	1.3	2.3	2.0	1.9	.7	2.4	1.1	.9	1.7	2.8
PROBABLE CAREER OCCUPATION (2)										
ARTIST (INCL PERFORMER)	6.5	7.3	3.3	4.9	6.6	8.0	7.3	7.5	8.8	9.9
BUSINESSMAN	8.5	4.1	7.2	6.8	8.0	2.6	9.8	7.4	7.7	2.7
CLERGYMAN	.0	.2	.0	.1	.2	.3	.0	1.0	.0	.1
COLLEGE TEACHER	1.7	.5	1.1	.3	1.8	.6	2.3	.9	.9	.8
DOCTOR (M.D. OR D.D.S.)	3.3	1.9	1.4	1.0	3.6	1.8	3.1	2.0	6.0	3.7
EDUCATOR (SECONDARY)	9.6	11.1	7.0	7.0	10.2	15.0	11.4	13.5	7.9	10.8
ELEMENTARY TEACHER	11.2	13.9	7.9	11.9	12.5	18.5	13.6	22.3	8.7	9.2
ENGINEER	.5	.2	.3	.1	.9	.2	.4	.0	.8	.5
FARMER OR FORESTER	.1	.7	.0	.9	.0	.5	.1	.0	.1	.7
HEALTH PROFESSIONAL (NON-M.D.)	6.4	9.0	5.0	8.8	5.7	7.9	6.6	4.7	8.5	11.1
LAWYER	3.3	1.3	.7	.5	4.4	1.5	3.3	3.6	5.3	1.9
NURSE	10.2	8.4	19.0	11.9	11.0	6.3	5.6	.9	8.2	6.9
RESEARCH SCIENTIST	1.1	1.5	.0	.5	1.7	1.7	1.0	.9	1.9	2.9
OTHER	29.3	25.9	38.7	34.7	24.4	20.8	28.3	25.4	25.7	20.9
UNDECIDED	8.3	13.8	8.5	10.6	8.8	14.4	7.3	10.1	9.8	17.8

FALL, 1971, NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: WOMEN

ITEM	ALL INSTITUTIONS		PREDOMINANTLY WHITE TWO-YEAR COLLEGES		PREDOMINANTLY WHITE FOUR-YEAR COLLEGES		PREDOMINANTLY NEGRO FOUR-YEAR COLLEGES		PREDOMINANTLY WHITE UNIVERSITIES	
	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK
REASONS NOTED AS VERY IMPORTANT IN DECIDING TO GO TO COLLEGE **										
PARENTS WANTED ME TO GO	37.0	23.1	41.5	22.5	29.8	24.0	41.6	20.0	29.9	22.4
CONTRIBUTE MORE TO MY COMMUNITY	41.7	21.7	39.3	19.6	45.0	23.2	40.8	26.5	42.8	22.6
GET A BETTER JOB	86.0	68.8	90.2	76.9	81.1	64.8	89.3	63.6	78.7	63.0
GAIN A GENERAL EDUCATION	70.7	66.5	67.7	60.8	70.8	68.5	74.4	63.9	66.1	72.1
IMPROVE READING/STUDY SKILLS	45.4	21.0	50.3	23.4	42.4	20.2	48.0	23.2	36.8	18.6
NOTHING BETTER TO DO	3.7	2.1	4.9	2.0	2.8	2.1	3.6	7.3	3.3	2.4
BECOME MORE CULTURED	50.0	32.8	51.1	30.7	46.9	33.9	55.9	35.5	38.9	34.0
MAKE MORE MONEY	63.8	39.8	72.2	50.8	54.3	33.9	68.3	40.4	54.2	32.5
LEARN MORE ABOUT MY INTERESTS	75.1	73.9	76.5	70.0	74.6	74.4	75.1	68.2	74.1	79.0
MEET NEW/INTERESTING PEOPLE	48.9	55.8	44.7	51.1	49.7	57.6	50.3	41.1	49.8	60.4
PREPARE FOR GRAD OR PROF SCHOOL	57.9	27.1	60.3	28.6	52.9	25.6	60.5	35.8	54.8	27.4
REASONS NOTED AS VERY IMPORTANT IN SELECTING THIS COLLEGE **										
RELATIVES WANTED ME TO GO	13.1	9.2	17.7	10.3	10.3	9.0	13.4	9.2	9.2	8.0
COLLEGE HAS A GOOD REPUTATION	42.7	37.3	41.5	30.9	43.2	40.1	43.3	21.2	42.5	43.1
MOST FRIENDS GOING TO THIS COL	4.8	4.5	7.8	5.8	5.0	3.4	4.1	.8	1.8	4.1
LOW TUITION	16.8	18.8	31.8	25.1	11.4	13.0	12.3	25.1	12.6	18.6
ADVICE OF SOMEONE WHO ATTENDED	15.5	16.3	16.6	16.2	14.9	16.8	17.4	16.1	10.1	15.5
SPECIAL EDUC PROGRAM OFFERED	39.2	35.7	42.6	36.1	41.4	36.3	34.2	24.0	43.0	33.8
NOT ACCEPTED ANYWHERE ELSE	2.2	2.5	2.9	3.1	1.9	2.3	1.6	.0	2.9	2.0
ADVICE OF GUIDANCE COUNSELOR	10.3	6.4	9.8	9.0	15.2	5.6	8.1	8.8	9.5	3.5
WANTED TO LIVE AT HOME	16.5	11.8	35.8	20.3	12.2	6.1	7.1	23.5	16.0	7.8
NEED FOR SPECIAL HELP IN (1) **										
ENGLISH	21.0	10.0	26.4	11.6	23.5	9.6	15.3	20.0	23.3	8.1
READING	12.9	8.0	17.8	8.6	12.3	7.1	8.9	3.5	15.7	8.5
MATHEMATICS	59.3	36.8	53.6	37.7	61.1	38.5	63.1	49.3	56.6	32.1
SOCIAL STUDIES	8.5	3.9	10.6	4.5	8.8	4.0	6.7	9.2	9.1	2.7
SCIENCE	33.1	26.4	26.8	23.3	35.0	28.9	33.0	31.9	40.1	26.9
FOREIGN LANGUAGE	29.5	15.8	20.6	13.3	28.5	18.5	33.9	33.2	33.3	15.0
AGREE STRONGLY OR SOMEWHAT										
GOV'T NOT CONTROLLING POLLUTION	88.4	91.0	85.3	88.9	88.2	91.8	89.3	88.4	90.7	93.0
GOV'T NOT PROTECTING CONSUMER	79.1	77.0	74.3	75.3	77.8	77.3	82.1	71.5	80.9	79.2
GOV'T NOT DESEGREGATING QUICKLY	71.9	51.5	72.3	51.8	71.4	50.3	70.4	55.3	75.3	53.2
TOO MANY RIGHTS FOR CRIMINALS	30.9	41.9	37.0	44.4	27.3	40.9	31.0	37.0	26.7	39.6
SHOULD ABOLISH DEATH PENALTY	67.5	62.4	63.9	57.8	71.2	64.6	69.3	60.5	63.5	66.2
WOMEN'S ACTIVITIES BEST IN HOME	39.2	29.9	43.7	34.8	36.2	29.6	41.5	32.8	31.1	22.4
BARELY COMMUNICATE WITH PARENTS	20.2	15.9	23.9	17.3	20.1	14.7	17.9	25.5	20.7	15.9
SHOULD LEGALIZE MARIJUANA	28.3	35.5	23.8	31.2	27.1	35.3	27.1	35.1	39.2	43.0
SHOULD DISCOURAGE LARGE FAMILIES	45.0	69.2	45.7	64.6	46.5	69.7	43.9	66.0	44.8	75.6
WOMEN SHOULD GET JOB EQUALITY	91.9	94.2	90.1	92.0	91.3	94.9	92.2	93.1	94.9	96.3
ALL SHOULD GET COL OPPORTUNITY	84.4	69.7	87.3	78.6	83.8	65.3	83.0	80.5	84.3	63.1
CAN DO LITTLE TO CHANGE SOCIETY	44.8	38.2	45.1	38.9	45.0	37.3	44.4	30.7	45.0	38.8

FALL, 1971, NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: WOMEN

ITEM	ALL INSTITUTIONS		PREDOMINANTLY WHITE TWO-YEAR COLLEGES		PREDOMINANTLY WHITE FOUR-YEAR COLLEGES		PREDOMINANTLY NEGRO FOUR-YEAR COLLEGES		PREDOMINANTLY WHITE UNIVERSITIES	
	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK
AGREE STRONGLY OR SOMEWHAT										
COL REGULATE STUDENTS OFF CAMPUS	24.0	12.5	30.1	13.4	22.0	13.7	25.9	15.1	13.1	9.0
BENEFIT OF COLLEGE IS MONETARY	68.0	49.6	71.9	61.7	63.0	43.9	71.2	55.4	61.4	40.3
STUDENTS HELP EVALUATE FACULTY	69.5	76.3	63.4	72.2	73.5	77.4	69.3	67.9	73.7	81.0
ABOLISH COLLEGE GRADES	34.5	44.5	28.3	41.2	36.2	45.6	38.1	28.8	32.8	47.8
DE-EMPHASIZE ORGANIZED SPORTS	24.4	24.9	29.3	23.7	22.9	24.1	22.3	25.2	24.3	28.3
REGULATE STUDENT PUBLICATIONS	44.9	31.5	53.7	38.6	43.0	30.0	47.9	46.2	27.8	22.7
COLLEGE HAS RIGHT TO BAN SPEAKER	24.4	25.3	31.6	30.2	22.5	23.3	24.8	25.5	15.4	21.0
GIVE DISADVANTAGED PREF TRTMNT	59.0	36.9	55.4	40.4	59.2	35.7	59.7	53.8	62.0	33.1
COL TOO LAX ON STUDENT PROTEST	35.6	43.2	44.4	46.5	31.7	43.7	36.4	34.6	25.4	37.1
ADOPT OPEN ADMISSIONS AT PUB COL	50.9	35.5	59.9	45.2	51.0	30.6	46.2	45.4	48.3	28.6
USE SAME DEGREE STANDARD FOR ALL	72.0	76.5	72.4	76.3	74.0	75.8	70.2	80.2	72.9	78.2
CURRENT POLITICAL PREFERENCE										
FAR LEFT	5.6	1.6	2.9	1.1	6.4	1.7	6.7	7.0	5.6	2.1
LIBERAL	39.9	33.1	34.5	29.7	40.6	33.2	39.4	34.3	48.4	38.5
MIDDLE-OF-THE-ROAD	40.8	51.3	43.1	55.6	40.6	50.1	40.8	45.9	37.5	46.5
CONSERVATIVE	12.0	13.7	16.4	13.1	11.1	14.8	11.7	12.8	7.7	12.7
FAR RIGHT	1.7	.3	3.1	.5	1.2	.2	1.4	.0	.9	.2
OBJECTIVES CONSIDERED TO BE ESSENTIAL OR VERY IMPORTANT										
ACHIEVE IN A PERFORMING ART	15.0	14.1	12.5	10.8	15.9	16.0	16.8	15.7	13.2	16.1
BE AN AUTHORITY IN MY FIELD	70.3	53.2	63.1	51.3	69.4	54.4	74.1	56.8	72.5	54.1
OBTAIN RECOGNITION FROM PEERS	46.9	30.4	42.9	29.4	44.1	31.0	51.5	39.5	45.7	31.1
INFLUENCE POLITICAL STRUCTURE	16.9	9.7	12.5	7.3	19.4	10.8	18.0	15.0	17.2	11.8
INFLUENCE SOCIAL VALUES	36.8	29.3	30.0	26.7	40.1	31.1	38.3	28.5	38.8	30.4
RAISE A FAMILY	54.9	65.4	58.2	67.3	51.6	66.5	55.2	58.0	53.9	60.6
HAVE ACTIVE SOCIAL LIFE	48.9	53.3	48.3	55.9	45.7	52.1	52.1	44.1	46.7	51.2
HAVE FRIENDS DIFFERENT FROM ME	55.2	65.1	51.7	63.2	58.7	66.2	55.8	55.1	54.5	66.5
BE AN EXPERT IN FINANCE	17.3	6.3	19.0	8.6	14.1	5.0	19.0	8.5	15.3	4.7
BE ADMINISTRATIVELY RESPONSIBLE	26.5	12.2	30.9	14.8	26.2	10.9	25.4	12.0	23.0	10.5
BE VERY WELL-OFF FINANCIALLY	48.1	26.7	49.0	31.4	41.9	23.8	51.5	37.9	47.4	24.2
HELP OTHERS IN DIFFICULTY	74.2	71.4	67.7	70.2	78.0	73.4	75.5	66.6	75.9	69.9
PARTICIPATE IN PEACE CORPS/VISTA	17.8	22.4	16.6	20.0	18.1	24.2	19.0	25.8	16.1	23.0
BECOME A COMMUNITY LEADER	21.6	9.2	18.6	7.6	23.6	10.3	23.4	14.5	18.9	9.7
CONTRIBUTE TO SCIENTIFIC THEORY	8.9	5.2	7.7	4.2	9.5	5.0	9.1	6.8	9.3	7.2
WRITE ORIGINAL WORKS	14.5	15.2	11.9	11.5	14.6	17.0	14.7	18.1	17.5	18.1
NEVER BE OBLIGATED TO PEOPLE	30.0	18.8	29.3	19.6	28.8	18.2	29.5	27.8	33.5	18.4
CREATE WORKS OF ART	13.0	20.9	11.6	17.7	12.7	21.8	12.6	14.2	16.5	24.4
KEEP UP WITH POLITICAL AFFAIRS	36.5	40.7	25.2	35.0	37.7	42.3	41.7	38.4	39.1	47.2
SUCCEED IN MY OWN BUSINESS	42.8	27.5	41.1	31.7	39.9	25.4	46.7	28.0	39.9	24.6
HELP CLEAN UP ENVIRONMENT	36.0	42.0	32.9	39.3	38.3	43.5	38.3	38.1	31.8	43.8
DEVELOP A PHILOSOPHY OF LIFE	67.6	74.0	60.0	67.5	69.5	76.9	70.5	65.4	69.6	79.2
PARTICIPATE IN COMMUNITY ACTION	39.7	27.7	32.8	24.5	44.1	29.9	42.1	29.8	38.3	29.0
MARRY WITHIN NEXT 5 YEARS	35.8	36.4	43.0	43.0	31.8	34.1	36.0	33.2	30.0	29.7

FALL, 1971, NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: WOMEN

ITEM	ALL INSTITUTIONS		PREDOMINANTLY WHITE TWO-YEAR COLLEGES		PREDOMINANTLY WHITE FOUR-YEAR COLLEGES		PREDOMINANTLY NEGRO FOUR-YEAR COLLEGES		PREDOMINANTLY WHITE UNIVERSITIES	
	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK
SELF RATINGS OF BETTER THAN 'AVERAGE' ON PERSONAL TRAITS										
ACADEMIC ABILITY	29.3	53.7	18.6	35.3	31.7	59.0	27.5	38.0	45.7	73.6
ATHLETIC ABILITY	19.1	24.7	19.3	22.8	22.0	25.3	16.6	23.7	21.1	26.8
ARTISTIC ABILITY	10.9	20.3	6.8	17.2	12.2	20.7	10.4	15.3	16.0	24.6
CHEERFULNESS	61.4	56.0	60.2	55.6	63.0	56.2	61.2	52.5	61.4	56.3
DEFENSIVENESS	29.1	26.7	27.7	25.6	32.2	27.0	26.7	21.0	32.7	28.1
DRIVE TO ACHIEVE	62.1	53.4	55.1	44.9	64.1	55.5	62.2	53.2	69.3	63.3
LEADERSHIP ABILITY	32.2	30.3	28.5	22.6	34.6	32.0	29.7	26.7	40.4	39.5
MATHEMATICAL ABILITY	13.6	26.4	10.0	18.1	15.5	27.8	12.3	19.4	19.1	37.2
MECHANICAL ABILITY	4.6	8.5	3.6	6.9	5.1	8.8	3.8	6.9	7.0	10.5
ORIGINALITY	31.8	33.6	26.6	26.1	33.4	35.9	30.4	25.4	40.6	41.4
POLITICAL CONSERVATISM	3.8	6.8	4.2	4.6	4.5	7.9	3.7	1.8	2.3	8.4
POLITICAL LIBERALISM	17.9	19.9	12.9	14.2	20.5	21.1	17.0	18.3	23.5	27.0
POPULARITY (GENERAL)	31.8	25.6	29.9	22.1	34.8	26.6	28.5	13.3	38.2	29.3
POPULARITY WITH OPPOSITE SEX	32.3	23.0	33.3	20.5	34.3	23.0	28.7	14.3	36.9	26.9
PUBLIC SPEAKING ABILITY	20.2	16.9	15.8	11.9	23.1	18.3	19.9	16.5	23.5	22.4
SELF-CONFIDENCE (INTELLECTUAL)	33.2	30.1	28.7	20.1	37.0	32.0	30.7	32.5	40.4	42.4
SELF-CONFIDENCE (SOCIAL)	33.1	23.8	30.0	21.0	37.4	24.0	30.4	20.6	38.4	28.1
SENSITIVITY TO CRITICISM	19.5	28.9	21.2	24.1	19.4	31.0	18.0	16.7	20.8	32.9
STUBBORNNESS	28.1	38.2	27.6	35.9	28.4	38.6	25.4	34.7	35.0	41.1
UNDERSTANDING OF OTHERS	64.7	67.5	58.4	64.3	67.7	69.3	64.8	53.5	69.4	69.8
WRITING ABILITY	29.0	29.3	28.5	21.5	29.7	31.4	27.4	20.7	32.4	38.1
STUDENTS ESTIMATE CHANCES ARE VERY GOOD THAT THEY WILL										
GET MARRIED WHILE IN COLLEGE	9.2	9.8	10.3	8.8	7.9	10.1	9.0	13.7	10.1	11.0
MARRY WITHIN A YEAR AFTER COL	19.5	22.4	17.6	20.9	18.6	23.5	21.3	25.8	19.2	22.8
VOTE IN 1972 PRES ELECTION	66.1	77.5	61.3	72.0	67.6	79.2	66.6	57.8	69.7	83.4
ENLIST IN ARMED SERV BEFORE GRAD	.7	.3	1.2	.3	.3	.3	.9	1.2	.4	.4
CHANGE MAJOR FIELD	10.5	13.7	6.0	7.9	11.0	15.6	11.6	8.8	14.1	19.8
CHANGE CAREER CHOICE	9.1	14.4	5.6	8.7	8.7	16.1	10.0	10.1	12.9	20.8
FAIL ONE OR MORE COURSES	2.4	1.6	2.0	1.3	2.4	1.8	3.1	3.7	1.6	1.6
GRADUATE WITH HONORS	6.7	3.9	8.1	2.9	6.8	4.0	5.6	7.0	7.5	5.4
BE ELECTED TO A STUDENT OFFICE	3.0	.9	3.7	1.0	2.3	.9	3.2	1.2	2.6	.8
JOIN SOC FRATERNITY OR SORORITY	17.5	15.8	11.5	13.2	16.9	17.6	22.9	11.2	14.3	16.9
BE ELECTED TO AN HONOR SOCIETY	4.6	3.3	3.9	2.0	4.7	3.6	4.6	2.8	5.8	4.9
MAKE AT LEAST A 'B' AVERAGE	19.3	25.7	18.8	22.0	19.8	25.3	16.9	24.0	25.1	32.2
NEED EXTRA TIME TO GET DEGREE	5.8	3.4	8.0	3.7	4.0	3.0	6.0	7.0	4.7	3.8
WORK AT OUTSIDE JOB	28.5	33.2	34.9	35.7	26.0	30.8	23.1	35.6	35.0	33.3
SEEK VOCATIONAL COUNSELING	15.4	12.2	15.1	8.9	14.8	13.7	15.4	9.7	16.7	15.0
SEEK PERSONAL COUNSELING	11.2	5.8	10.1	4.5	12.0	7.0	11.8	10.4	10.0	6.0
ENROLL IN HONORS COURSE	6.0	5.9	4.5	2.7	6.3	6.2	6.1	7.3	7.8	10.4
GET TUTORING HELP IN COURSES	18.9	5.0	9.8	4.0	21.4	5.9	20.3	10.3	25.7	5.3
AUTHOR A PUBLISHED ARTICLE	4.8	3.4	3.1	2.1	5.7	4.0	4.0	2.8	6.5	4.6
BE MORE SUCCESSFUL THAN MOST	11.5	4.7	12.5	4.6	11.0	4.5	10.8	6.2	12.2	5.3
DROP OUT TEMPORARILY	1.2	1.5	1.3	1.0	1.1	1.7	1.2	.8	1.3	2.0
DROP OUT PERMANENTLY	.7	1.0	1.0	.8	.2	1.1	.9	.0	.6	.9
TRANSFER TO ANOTHER COLLEGE	8.8	12.4	10.2	12.6	9.4	13.2	8.0	18.8	8.2	10.7
BE SATISFIED WITH MY COLLEGE	57.2	63.2	58.1	64.3	56.1	62.9	57.9	55.9	55.7	62.1

FALL, 1971, NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: WOMEN

ITEM	ALL INSTITUTIONS		PREDOMINANTLY WHITE TWO-YEAR COLLEGES		PREDOMINANTLY WHITE FOUR-YEAR COLLEGES		PREDOMINANTLY NEGRO FOUR-YEAR COLLEGES		PREDOMINANTLY WHITE UNIVERSITIES	
	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK
ACTIVITIES ENGAGED IN BY STUDENTS DURING THE PAST YEAR										
VOTED IN STUDENT ELECTION (3)	66.1	68.1	52.7	65.0	68.3	70.9	73.9	59.3	64.2	68.1
CAME LATE TO CLASS	58.7	50.5	50.3	47.5	57.9	52.2	61.1	52.7	66.4	52.2
PLAYED A MUSICAL INSTRUMENT	32.1	42.1	24.3	34.5	34.3	45.8	34.7	24.6	33.9	47.6
STUDIED IN THE LIBRARY (3)	41.4	35.8	34.7	33.6	45.0	36.8	44.7	42.2	38.7	37.4
CHECKED OUT A LIBRARY BOOK (3)	51.6	50.9	39.8	47.5	56.8	53.4	56.5	59.7	50.6	51.8
ARRANGED DATE FOR STUDENT	29.8	41.1	24.0	42.6	30.0	40.4	33.1	39.2	29.6	39.9
OVERSLEPT AND MISSED A CLASS	20.6	17.0	19.9	17.3	18.8	16.8	20.0	16.4	25.1	16.8
READ ABOUT RIGHTS/RESPONSIBILITY	76.7	71.8	72.2	68.8	78.0	73.9	80.7	63.3	72.3	73.1
TYPED A HOMEWORK ASSIGNMENT (3)	32.8	29.8	29.7	29.3	34.3	29.2	32.6	32.1	35.4	31.6
DISCUSSED FUTURE WITH PARENTS(3)	46.8	46.1	44.0	46.2	48.9	47.4	47.0	44.6	47.6	43.9
WAS LATE WITH SCHOOL ASSIGNMENT	58.3	60.3	53.0	60.3	60.3	61.2	60.4	61.7	58.1	58.7
ARGUED WITH A TEACHER IN CLASS	29.5	43.5	25.8	36.2	29.4	46.0	28.5	38.8	37.4	50.9
ATTENDED A RELIGIOUS SERVICE	89.5	89.0	85.3	87.5	90.6	90.6	93.9	79.0	83.9	88.5
DEMONSTRATED FOR RACIAL CHANGE	36.7	12.0	26.7	9.5	40.3	13.0	38.6	25.8	42.1	14.4
DEMONSTRATED FOR MILITARY CHANGE	9.7	9.4	5.9	6.7	11.2	10.4	9.2	10.7	14.6	12.0
DEMONSTRATED FOR SCHOOL CHANGE	44.8	29.2	30.4	25.1	45.8	31.2	49.8	43.2	52.5	32.3
DID EXTRA READING FOR COURSE (3)	22.7	16.7	19.4	13.1	24.4	17.8	22.9	22.0	24.5	20.4
TOOK SLEEPING PILLS	3.8	5.1	3.6	5.4	4.1	5.1	3.8	7.8	3.3	4.5
TUTORED ANOTHER STUDENT	50.5	46.7	37.2	37.1	55.5	50.5	50.0	44.5	64.3	55.2
PLAYED CHESS	12.4	23.3	10.4	19.7	16.0	24.9	10.0	30.8	16.1	26.1
READ POETRY NOT REQUIRED	70.3	75.9	59.3	70.0	72.9	78.8	75.1	73.2	71.6	80.2
TOOK A TRANQUILIZING PILL	5.8	8.6	4.8	8.6	4.4	9.0	5.2	11.1	7.2	7.8
DISCUSSED RELIGION (3)	23.9	32.7	20.4	26.8	27.3	36.2	24.1	24.2	24.2	36.0
TOOK VITAMINS	57.1	64.2	56.8	63.2	57.0	64.5	56.4	65.7	59.3	65.4
VISITED ART GALLERY OR MUSEUM	62.7	71.2	53.0	65.3	64.5	72.7	63.6	68.7	72.0	77.8
PARTICIPATED IN H.S. POL. CMPG.	45.1	37.2	26.4	32.2	45.5	39.9	55.0	44.7	48.4	40.8
PARTICIPATED IN OTHER POL.CMPG.	15.2	14.1	7.6	9.8	16.8	15.2	18.8	18.8	15.3	18.8
MISSED SCHOOL DUE TO ILLNESS (3)	5.2	4.5	6.9	4.7	5.0	4.6	4.8	5.5	4.1	3.9
SMOKED CIGARETTES (3)	9.0	13.0	10.9	15.5	7.9	12.1	8.0	23.1	9.8	10.5
DISCUSSED POLITICS (3)	15.0	18.2	9.6	13.1	16.2	19.9	15.5	19.4	19.6	23.4
DRANK BEER	33.3	49.5	31.7	52.1	30.4	47.4	36.8	41.5	31.4	48.9
DISCUSSED SPORTS (3)	28.6	27.5	26.0	26.5	28.9	28.8	30.0	29.7	28.7	26.9
READ ABOUT CIVIL RIGHTS	91.4	80.0	86.5	76.0	92.0	81.9	93.1	86.5	93.8	83.0
ASKED TEACHER FOR ADVICE (3)	32.9	23.1	26.0	19.1	36.2	25.5	34.6	30.0	34.7	25.5
HAD VOCATIONAL COUNSELING	55.8	47.9	51.3	49.9	54.3	48.6	59.8	52.4	54.6	43.6
STAYED UP ALL NIGHT	55.1	59.6	51.0	56.7	55.0	60.9	53.6	56.9	64.5	62.0

(**)
THIS ITEM IS REPORTED FOR THE FIRST TIME IN 1971. ITEMS NOT INDICATED WITH '**' ARE REPEATED OR MODIFIED QUESTIONS FROM ONE OR MORE OF THE EARLIER SURVEYS.

(1)
SINCE IT IS POSSIBLE THAT SOME STUDENTS MAY HAVE CHECKED MORE THAN ONE RESPONSE CATEGORY FOR THIS ITEM, THE PERCENTAGES MAY SUM TO MORE THAN 100.

(2)
RECATEGORIZATION OF THIS ITEM FROM A LONGER LIST IS SHOWN IN APPENDIX C OF THE 1971 NAT'L NORMS REPORT.

(3)
FREQUENTLY ONLY, ALL OTHER ITEMS FREQUENTLY PLUS OCCASIONALLY.

FALL, 1971. NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: BOTH SEXES

ITEM	ALL INSTITUTIONS		PREDOMINANTLY WHITE TWO-YEAR COLLEGES		PREDOMINANTLY WHITE FOUR-YEAR COLLEGES		PREDOMINANTLY NEGRO FOUR-YEAR COLLEGES		PREDOMINANTLY WHITE UNIVERSITIES	
	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK
AGE BY DECEMBER 31, 1971										
16 OR YOUNGER	.2	.1	.0	.0	.2	.1	.2	.6	.3	.1
17	6.9	3.1	3.4	1.9	8.0	3.5	6.9	3.8	11.9	4.6
18	60.8	74.9	45.4	66.8	63.8	79.8	67.2	56.4	67.9	81.4
19	19.4	15.7	25.3	20.2	18.4	13.4	18.5	19.3	12.7	11.7
20	3.9	2.0	6.2	3.5	3.5	1.1	3.4	2.8	1.5	.7
21	1.4	.7	2.8	1.2	1.2	.4	.9	1.0	.5	.3
22-25	3.6	2.2	7.4	4.0	2.6	1.2	2.2	9.3	2.0	.9
26 OR OLDER	3.7	1.2	9.4	2.4	2.3	.6	.7	6.8	3.1	.3
FATHER'S EDUCATION										
GRAMMAR SCHOOL OR LESS	21.2	7.9	23.6	10.8	20.1	6.7	21.3	11.5	18.0	5.0
SOME HIGH SCHOOL	29.7	14.9	32.9	19.5	30.0	13.2	28.6	20.7	26.0	9.8
HIGH SCHOOL GRADUATE	26.3	31.2	26.2	35.5	27.5	29.9	25.3	31.5	27.5	25.8
SOME COLLEGE	11.1	17.2	11.2	16.1	11.2	17.6	10.2	17.5	13.4	18.5
COLLEGE DEGREE	7.4	19.1	4.6	13.8	7.2	20.7	8.9	13.8	9.1	25.7
POSTGRADUATE DEGREE	4.3	9.6	1.5	4.3	4.0	11.9	5.7	5.0	6.0	15.1
MOTHER'S EDUCATION										
GRAMMAR SCHOOL OR LESS	10.4	5.0	13.5	7.1	8.8	4.0	9.8	11.0	8.5	3.1
SOME HIGH SCHOOL	30.0	12.3	33.8	16.4	31.6	10.7	28.5	17.5	24.2	7.9
HIGH SCHOOL GRADUATE	33.7	45.7	35.4	49.4	35.2	44.5	31.1	45.4	34.9	41.4
SOME COLLEGE	13.2	18.3	11.9	14.9	12.5	19.5	12.7	9.3	17.8	22.3
COLLEGE DEGREE	9.0	15.7	4.6	10.8	8.3	17.6	12.1	12.6	10.1	21.0
POSTGRADUATE DEGREE	3.8	3.0	.8	1.5	3.6	3.8	5.8	4.2	4.4	4.2
RACIAL BACKGROUND (1)										
WHITE/CAUCASIAN	1.0	97.4	1.2	96.3	1.2	98.3	.2	84.1	2.6	98.1
BLACK/NEGRO/AFRO-AMERICAN	100.0	.0	100.0	.0	100.0	.0	100.0	.0	100.0	.0
AMERICAN INDIAN	1.5	.9	1.6	1.0	1.9	.8	.7	3.6	3.0	.9
ORIENTAL	.5	.5	.5	.3	.6	.5	.1	3.1	1.2	.8
MEXICAN-AMERICAN/CHICANO	.4	1.1	.6	2.3	.4	.3	.0	.0	1.0	.3
PUERTO RICAN-AMERICAN	.3	.2	.4	.1	.4	.3	.1	.6	.8	.2
OTHER	.6	1.2	.6	1.4	1.0	1.1	.2	9.5	1.4	1.0
ESTIMATED PARENTAL INCOME										
LESS THAN $4,000	24.5	4.0	32.5	5.6	23.7	3.2	22.8	8.3	15.4	2.4
$4,000 - $5,999	19.4	5.9	19.2	7.4	18.4	5.5	20.6	11.1	18.6	3.8
$6,000 - $7,999	15.9	9.4	15.2	11.8	16.5	8.6	15.3	15.3	18.1	6.5
$8,000 - $9,999	11.8	12.6	10.8	14.7	13.0	11.7	11.7	11.8	12.2	10.4
$10,000 - $12,499	10.4	18.7	8.7	20.3	10.8	17.7	10.3	18.1	13.1	17.4
$12,500 - $14,999	6.9	14.7	7.0	14.2	6.5	14.9	6.3	11.6	9.0	15.0
$15,000 - $19,999	5.6	14.9	3.8	13.0	5.8	15.6	6.1	12.6	7.4	17.2
$20,000 - $24,999	2.6	8.5	1.1	6.4	2.8	9.1	3.2	6.4	3.4	11.1
$25,000 - $29,999	1.2	4.0	.5	2.6	1.2	4.5	1.5	1.8	1.2	5.6
$30,000 - $34,999	.7	2.6	.8	1.6	.4	3.0	.8	1.1	.8	3.4
$35,000 - $39,999	.3	1.4	.0	.8	.3	1.7	.5	1.6	.2	1.9
$40,000 OR MORE	.6	3.6	.3	1.8	.6	4.4	.9	.3	.7	5.3

FALL, 1971, NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: BOTH SEXES

ITEM	ALL INSTITUTIONS		PREDOMINANTLY WHITE TWO-YEAR COLLEGES		PREDOMINANTLY WHITE FOUR-YEAR COLLEGES		PREDOMINANTLY NEGRO FOUR-YEAR COLLEGES		PREDOMINANTLY WHITE UNIVERSITIES	
	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK
RELIGION REARED										
PROTESTANT	42.8	50.3	36.1	47.0	45.5	53.4	43.5	50.1	48.5	51.3
ROMAN CATHOLIC	8.8	36.5	8.1	39.7	11.2	35.3	6.2	26.6	13.0	33.1
JEWISH	.2	3.8	.1	1.9	.4	3.4	.2	1.3	.3	7.6
OTHER	44.0	7.2	50.6	9.1	38.2	6.1	46.6	18.7	34.8	5.4
NONE	4.1	2.2	5.0	2.2	4.7	1.8	3.4	3.3	3.3	2.6
RELIGIOUS PREFERENCE										
PROTESTANT	36.2	41.9	29.6	39.3	38.1	45.3	38.7	42.7	38.0	41.0
ROMAN CATHOLIC	8.0	30.8	8.0	34.7	9.6	29.6	6.3	21.3	9.8	26.2
JEWISH	.2	3.0	.1	1.6	.2	2.5	.1	.6	.5	6.0
OTHER	43.6	9.7	51.5	11.5	37.7	8.8	45.7	21.2	33.7	8.2
NONE	12.1	14.6	10.7	12.9	14.5	13.8	9.1	14.1	18.0	18.7
FATHER'S OCCUPATION (2)										
ARTIST (INCL PERFORMER)	.7	.8	.6	.7	.6	.8	.7	.9	1.0	.9
BUSINESSMAN	7.7	31.0	8.2	27.5	7.4	32.9	7.5	19.5	8.0	34.2
CLERGYMAN	2.0	.8	2.5	.5	1.6	1.3	2.0	.0	1.5	.6
COLLEGE TEACHER	.6	.8	.5	.4	.3	.9	.7	.0	1.0	1.2
DOCTOR (M.D. OR D.D.S.)	.7	1.9	.0	.8	.5	2.4	1.0	.4	1.2	3.3
EDUCATOR (SECONDARY)	2.7	2.2	.8	1.7	2.3	2.7	4.0	4.6	3.0	2.2
ELEMENTARY TEACHER	.6	.3	.3	.3	.6	.4	.9	.4	.5	.3
ENGINEER	2.3	7.8	2.0	6.7	2.5	7.4	2.3	5.5	2.1	10.4
FARMER OR FORESTER	4.7	6.9	5.8	8.7	3.8	5.3	5.8	5.0	1.7	6.1
HEALTH PROFESSIONAL (NON-M.D.)	1.3	1.2	1.8	1.0	.9	1.2	1.2	2.3	1.0	1.5
LAWYER	.3	1.2	.0	.6	.4	1.5	.3	.8	.4	2.0
MILITARY CAREER	2.5	1.9	1.5	1.5	2.8	2.4	2.9	7.3	3.0	1.8
RESEARCH SCIENTIST	.2	.6	.1	.2	.4	.6	.2	.0	.4	1.2
SKILLED WORKER	13.0	12.3	12.2	15.0	13.4	11.1	12.9	17.2	13.9	9.7
SEMI-SKILLED WORKER	16.6	7.1	17.6	8.9	17.3	6.3	15.2	8.8	17.4	5.2
UNSKILLED WORKER	15.7	3.1	18.6	4.0	17.1	2.8	13.0	3.7	15.7	2.1
UNEMPLOYED	4.4	1.2	5.8	1.5	3.6	1.1	4.0	1.5	4.8	.8
OTHER	24.0	18.7	21.6	20.0	24.5	18.9	25.5	22.1	23.5	16.3
VETERAN										
NO	96.4	97.2	93.1	95.2	97.4	98.3	97.6	89.7	98.2	99.0
YES, SERVED IN SOUTHEAST ASIA	1.8	1.4	3.6	2.6	1.2	.7	1.4	3.4	.9	.5
YES, DID NOT SERVE IN SE ASIA	1.7	1.3	3.3	2.2	1.4	1.0	1.1	6.9	.9	.5
MARITAL STATUS **										
PRESENTLY MARRIED	4.9	2.7	10.1	4.4	3.5	1.7	2.2	12.1	4.6	1.1
NOT MARRIED	95.1	97.3	89.9	95.6	96.5	98.3	97.8	87.9	95.4	98.9
DISTANCE FROM HOME TO COLLEGE										
5 MILES OR LESS	18.0	10.9	33.9	17.7	11.8	6.5	11.6	32.2	14.8	6.1
6-10 MILES	13.0	11.7	25.3	17.7	9.4	6.4	5.1	16.7	16.2	9.6
11-50 MILES	19.3	27.2	22.2	36.8	24.4	21.4	14.7	22.0	17.9	19.8
51-100 MILES	13.1	14.7	6.3	12.2	14.1	16.8	18.2	5.2	10.9	16.0
101-500 MILES	24.7	27.9	8.5	13.6	24.6	35.8	33.5	11.4	32.3	40.5
MORE THAN 500 MILES	11.9	7.5	3.7	2.0	15.7	13.2	16.9	12.5	8.0	8.1

FALL, 1971, NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: BOTH SEXES

ITEM	ALL INSTITUTIONS		PREDOMINANTLY WHITE TWO-YEAR COLLEGES		PREDOMINANTLY WHITE FOUR-YEAR COLLEGES		PREDOMINANTLY NEGRO FOUR-YEAR COLLEGES		PREDOMINANTLY WHITE UNIVERSITIES	
	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK
AVERAGE GRADE IN HIGH SCHOOL										
A OR A+	1.9	6.0	.9	2.0	2.7	6.6	1.4	2.1	3.9	11.8
A-	4.9	9.6	2.7	4.3	6.0	11.3	4.2	3.5	8.8	16.0
B+	14.2	17.6	8.4	11.2	16.9	20.9	14.8	9.9	19.2	23.6
B	24.2	25.1	20.8	24.6	24.6	26.5	24.8	27.6	27.8	23.8
B-	16.6	16.4	15.1	19.1	17.1	15.5	17.4	19.6	16.3	13.1
C+	21.9	15.0	28.8	21.9	17.5	11.9	22.3	17.5	15.4	8.1
C	15.4	9.7	22.0	15.8	14.1	7.0	14.4	17.1	8.1	3.4
D	.9	.6	1.3	1.1	1.1	.3	.7	2.6	.5	.1
RANK IN HIGH SCHOOL CLASS										
TOP QUARTER	29.5	42.6	11.4	21.7	35.7	50.9	29.8	19.1	51.1	64.7
SECOND QUARTER	32.2	31.2	28.6	33.9	32.4	31.7	34.8	39.8	31.2	25.8
THIRD QUARTER	32.0	22.4	49.2	37.3	26.2	15.2	30.5	34.1	14.8	8.3
FOURTH QUARTER	6.3	3.9	10.9	7.1	5.8	2.2	4.9	7.0	2.8	1.1
SECONDARY SCHOOL ACHIEVEMENTS										
PRESIDENT STUDENT ORGANIZATION	23.1	18.1	13.3	12.8	25.3	20.9	27.8	19.8	25.6	22.7
HIGH RATING STATE MUSIC CONTEST	9.7	10.2	7.5	8.1	9.5	11.2	11.2	6.9	10.0	12.3
STATE/REGIONAL SPEECH CONTEST	5.7	4.5	3.8	2.8	5.7	5.2	7.1	6.3	5.7	6.2
MAJOR PART IN A PLAY	19.9	14.5	16.3	11.7	19.0	16.4	24.0	17.3	17.2	16.4
VARSITY LETTER (SPORTS)	32.6	32.8	34.9	31.3	34.1	34.9	31.3	36.4	29.6	32.3
AWARD IN ART COMPETITION	6.0	5.5	5.6	5.3	6.3	5.6	6.1	3.0	6.0	5.7
EDITOR OF SCHOOL PAPER	11.5	11.5	8.2	8.4	11.3	13.4	13.0	9.7	13.6	14.1
ORIGINAL WRITING PUBLISHED	14.3	15.1	9.4	10.5	16.0	17.8	14.2	12.5	20.5	19.0
NSF SUMMER PROGRAM	1.6	.7	1.4	.3	2.0	.7	1.4	.9	1.9	1.4
STATE/REGIONAL SCIENCE PROGRAM	2.8	1.9	1.7	1.3	2.7	1.9	3.7	2.3	2.4	2.8
SCHOLASTIC HONOR SOCIETY	19.5	24.9	7.5	10.8	22.5	30.3	21.3	9.8	31.9	40.6
NATIONAL MERIT RECOGNITION	9.7	7.6	4.0	3.1	13.9	8.7	8.3	3.7	17.5	13.4
YEAR FINISH SECONDARY SCHOOL **										
GRADUATED IN 1971	82.8	90.9	67.6	85.1	86.1	94.3	88.7	76.0	90.0	95.7
DID NOT GRADUATE IN 1971	17.2	9.1	32.4	14.9	13.9	5.7	11.3	24.0	10.0	4.3
HIGHEST DEGREE PLANNED										
NONE	7.4	6.5	12.8	10.8	5.8	4.0	5.4	4.6	5.0	2.9
ASSOCIATE (OR EQUIVALENT)	5.4	10.5	16.1	24.0	2.8	1.8	1.0	2.7	1.1	1.2
BACHELOR'S (B.A., B.S.)	27.9	38.1	29.8	33.5	29.7	42.1	26.0	37.5	26.4	39.7
MASTER'S (M.A., M.S.)	35.4	25.3	25.3	17.3	34.8	31.6	43.0	31.6	35.0	29.0
PH.D. OR ED.D.	13.4	7.3	7.1	3.4	15.0	8.9	15.7	13.7	16.7	11.1
M.D., D.O., D.D.S., OR D.V.M.	3.7	5.0	1.2	2.8	4.4	4.7	3.5	3.7	7.5	9.1
LL.B. OR J.D. (LAW)	3.9	3.6	1.5	1.8	5.3	4.3	3.9	5.2	6.4	5.3
B.D. (DIVINITY)	.3	.3	.3	.2	.3	.5	.2	.0	.1	.1
OTHER	2.6	3.5	5.9	6.1	1.7	2.1	1.2	1.0	1.8	1.5
CONCERN ABOUT FINANCING COLLEGE										
NO CONCERN	20.9	34.8	28.4	37.5	18.4	33.8	19.8	33.4	13.9	31.8
SOME CONCERN	54.3	55.7	50.6	54.4	56.1	55.9	55.1	49.9	56.5	57.7
MAJOR CONCERN	24.8	9.5	21.0	8.1	25.5	10.3	25.1	16.8	29.6	10.5

FALL, 1971. NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: BOTH SEXES

ITEM	ALL INSTITUTIONS		PREDOMINANTLY WHITE TWO-YEAR COLLEGES		PREDOMINANTLY WHITE FOUR-YEAR COLLEGES		PREDOMINANTLY NEGRO FOUR-YEAR COLLEGES		PREDOMINANTLY WHITE UNIVERSITIES	
	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK
MAJOR SOURCES OF FINANCIAL SUPPORT FOR COLLEGE (1)										
PART-TIME OR SUMMER WORK	22.6	29.4	29.3	34.1	20.8	24.8	20.0	28.1	19.8	28.6
SAVINGS FROM FULL-TIME EMPLOY	10.2	9.4	14.6	12.1	11.1	7.6	7.3	8.9	8.0	7.4
PARENTAL OR FAMILY AID OR GIFTS	31.8	56.0	23.6	46.3	27.5	59.8	39.6	34.3	33.4	66.8
PARENT'S MILITARY SERVICE	2.9	1.8	3.4	2.1	2.4	1.7	3.1	2.8	2.1	1.5
PERSONAL MILITARY SERVICE	3.3	2.5	6.2	4.0	2.7	1.7	2.2	9.5	1.3	.9
SCHOLARSHIPS AND GRANTS	40.1	18.0	31.6	12.9	48.3	22.9	34.5	19.7	57.8	19.3
LOANS-NDEA/GOV'T INSURED/COLLEGE	28.3	13.9	19.6	12.0	33.2	16.3	29.9	11.7	32.9	13.4
OTHER REPAYABLE LOANS	11.6	5.9	9.5	5.7	13.0	7.2	13.4	3.7	9.1	4.2
PROBABLE MAJOR FIELD OF STUDY(2)										
AGRICULTURE (INCL FORESTRY)	.3	3.4	.3	5.4	.1	1.4	.6	3.5	.1	3.1
BIOLOGICAL SCIENCES	2.7	3.7	1.0	2.4	3.4	4.3	3.4	3.1	2.8	4.9
BUSINESS	20.7	16.1	29.1	25.1	17.3	11.3	19.6	19.6	14.5	8.5
EDUCATION	11.1	9.8	9.9	8.2	10.1	13.6	13.6	15.6	8.3	6.5
ENGINEERING	4.8	7.4	5.6	8.3	7.1	5.5	3.2	4.1	3.8	8.7
ENGLISH	2.0	2.2	1.2	1.3	2.2	3.0	2.5	1.7	2.2	2.6
HEALTH PROFESSIONS (NON-M.D.)	10.3	8.7	15.7	10.4	9.8	7.6	6.4	2.9	11.4	7.8
HISTORY, POLITICAL SCIENCE	5.5	4.1	2.9	2.4	6.3	5.8	7.6	9.2	3.2	4.5
HUMANITIES (OTHER)	1.9	3.2	1.2	1.9	2.9	4.4	1.6	1.4	2.3	3.3
FINE ARTS	8.5	9.0	8.2	8.1	7.8	9.3	8.7	11.7	9.6	10.1
MATHEMATICS OR STATISTICS	2.3	2.8	1.2	1.3	2.5	3.7	2.3	1.6	3.7	3.8
PHYSICAL SCIENCES	1.2	2.1	.4	1.0	1.3	2.4	1.4	2.0	1.8	3.4
PRE-PROFESSIONAL	7.8	8.5	3.2	5.7	10.7	8.5	6.0	6.4	15.3	13.4
SOCIAL SCIENCES	14.0	8.3	10.5	6.0	13.3	10.3	17.0	13.3	14.0	9.1
OTHER FIELDS (TECHNICAL)	3.7	5.2	6.0	7.6	2.7	3.4	2.7	1.8	3.6	3.9
OTHER FIELDS (NONTECHNICAL)	2.1	3.1	1.9	2.5	1.7	3.2	2.5	.7	2.0	3.9
UNDECIDED	1.2	2.4	1.8	2.2	.7	2.4	.9	1.3	1.6	2.5
PROBABLE CAREER OCCUPATION (2)										
ARTIST (INCL PERFORMER)	6.7	5.9	5.4	4.7	5.3	6.5	7.7	8.5	7.0	7.1
BUSINESSMAN	13.8	10.6	14.3	14.5	12.3	8.5	15.1	15.8	11.9	7.3
CLERGYMAN	.2	.7	.1	.4	.6	1.2	.2	.8	.1	.3
COLLEGE TEACHER	1.5	.6	.9	.4	1.6	.8	2.0	1.9	1.1	.9
DOCTOR (M.D. OR D.D.S.)	4.7	4.4	2.3	2.0	5.2	4.4	4.2	3.0	9.0	8.2
EDUCATOR (SECONDARY)	8.8	8.6	6.6	6.1	8.9	12.3	11.2	13.6	6.4	7.1
ELEMENTARY TEACHER	7.0	6.8	5.0	5.5	7.2	9.9	8.8	9.0	5.3	4.3
ENGINEER	4.1	5.4	3.6	5.2	6.6	4.1	3.0	4.3	3.9	7.8
FARMER OR FORESTER	.1	3.0	.0	4.4	.2	1.7	.1	3.3	.3	2.9
HEALTH PROFESSIONAL (NON-M.D.)	4.8	6.2	4.2	6.2	4.2	5.5	4.6	4.1	6.8	7.3
LAWYER	5.9	4.2	2.2	2.3	7.5	4.9	5.9	5.5	9.3	6.2
NURSE	5.6	4.0	9.6	5.3	5.7	3.2	3.2	.3	5.1	3.1
RESEARCH SCIENTIST	1.6	2.5	.7	1.2	2.0	2.7	1.4	1.1	2.8	4.5
OTHER	26.6	23.6	35.4	30.4	22.9	19.9	24.8	18.2	22.5	18.0
UNDECIDED	8.7	13.4	9.8	11.4	8.9	14.4	7.9	10.4	8.5	15.2

FALL, 1971, NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: BOTH SEXES

ITEM	ALL INSTITUTIONS		PREDOMINANTLY WHITE TWO-YEAR COLLEGES		PREDOMINANTLY WHITE FOUR-YEAR COLLEGES		PREDOMINANTLY NEGRO FOUR-YEAR COLLEGES		PREDOMINANTLY WHITE UNIVERSITIES	
	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK
REASONS NOTED AS VERY IMPORTANT IN DECIDING TO GO TO COLLEGE **										
PARENTS WANTED ME TO GO	37.4	21.9	40.8	21.7	31.5	22.8	40.8	18.9	31.4	20.9
CONTRIBUTE MORE TO MY COMMUNITY	39.3	17.4	36.5	15.2	41.0	19.2	39.2	28.0	41.9	18.2
GET A BETTER JOB	85.4	73.0	87.8	79.5	80.4	69.0	89.0	72.3	79.9	68.3
GAIN A GENERAL EDUCATION	66.5	59.0	62.1	53.9	66.9	62.1	70.3	56.0	63.7	62.8
IMPROVE READING/STUDY SKILLS	43.6	20.8	47.1	23.1	40.5	20.3	46.2	27.1	36.3	17.5
NOTHING BETTER TO DO	4.1	2.1	5.0	2.0	3.4	1.9	4.1	6.3	3.4	2.4
BECOME MORE CULTURED	46.7	27.7	46.3	26.5	43.6	29.3	52.7	35.8	37.1	27.3
MAKE MORE MONEY	66.1	48.9	72.7	57.9	57.3	42.7	70.7	50.2	56.7	43.1
LEARN MORE ABOUT MY INTERESTS	72.3	68.6	72.7	65.8	72.0	69.2	72.3	65.7	71.9	72.4
MEET NEW/INTERESTING PEOPLE	44.6	45.1	40.0	40.4	45.2	48.2	46.5	34.5	46.4	48.4
PREPARE FOR GRAD OR PROF SCHOOL	56.0	33.1	57.1	32.7	51.8	31.8	58.2	40.2	55.0	35.6
REASONS NOTED AS VERY IMPORTANT IN SELECTING THIS COLLEGE **										
RELATIVES WANTED ME TO GO	11.9	7.5	14.7	7.9	9.0	7.6	12.9	6.0	8.7	6.5
COLLEGE HAS A GOOD REPUTATION	40.3	35.8	34.8	28.4	42.9	39.4	41.6	20.7	43.5	43.1
MOST FRIENDS GOING TO THIS COL	5.1	4.5	7.8	5.9	3.7	3.3	5.1	2.5	1.9	3.9
LOW TUITION	16.3	18.9	27.1	25.7	11.7	12.8	12.3	28.1	13.3	16.7
ADVICE OF SOMEONE WHO ATTENDED	15.8	15.7	14.8	15.9	16.2	16.3	18.4	16.5	10.7	14.3
SPECIAL EDUC PROGRAM OFFERED	36.7	32.3	37.2	31.7	40.4	33.1	31.7	23.1	42.3	32.2
NOT ACCEPTED ANYWHERE ELSE	2.9	3.1	4.2	3.8	2.3	2.9	2.3	3.3	2.6	2.2
ADVICE OF GUIDANCE COUNSELOR	10.5	7.0	10.2	9.5	13.9	6.1	9.0	7.1	9.2	4.0
WANTED TO LIVE AT HOME	14.6	12.0	28.4	19.6	9.9	6.6	7.8	28.4	13.3	7.2
NEED FOR SPECIAL HELP IN (1) **										
ENGLISH	24.3	15.8	30.6	18.1	26.5	14.8	18.6	22.9	24.0	13.5
READING	13.9	10.4	17.0	11.0	15.0	9.4	10.1	10.5	16.1	10.8
MATHEMATICS	54.5	34.7	50.1	37.5	55.0	35.7	58.1	44.9	52.6	28.4
SOCIAL STUDIES	7.8	3.5	11.3	4.0	7.2	3.5	5.7	5.8	7.4	2.6
SCIENCE	28.6	20.5	24.3	18.7	31.5	23.3	27.8	24.2	34.3	19.4
FOREIGN LANGUAGE	32.9	20.0	25.5	16.9	32.4	23.7	38.0	34.0	34.3	19.7
AGREE STRONGLY OR SOMEWHAT										
GOV'T NOT CONTROLLING POLLUTION	87.7	90.7	84.5	89.1	88.1	91.4	88.9	87.4	89.8	92.5
GOV'T NOT PROTECTING CONSUMER	78.5	76.5	75.1	75.3	76.6	76.5	80.6	74.5	81.9	78.7
GOV'T NOT DESEGREGATING QUICKLY	71.5	50.4	72.2	51.1	70.4	49.1	70.4	52.3	74.6	51.1
TOO MANY RIGHTS FOR CRIMINALS	34.1	49.0	40.0	51.8	30.9	47.7	33.7	45.9	29.5	46.1
SHOULD ABOLISH DEATH PENALTY	67.2	57.0	63.2	52.8	70.0	59.0	69.3	57.7	65.1	60.9
WOMEN'S ACTIVITIES REST IN HOME	47.9	41.8	53.5	47.9	44.0	40.0	50.8	45.6	36.4	34.0
RARELY COMMUNICATE WITH PARENTS	21.2	18.4	25.8	20.1	18.2	16.8	20.0	22.3	20.8	17.8
SHOULD LEGALIZE MARIJUANA	33.7	39.0	30.9	35.8	32.5	38.3	33.2	38.7	42.0	45.6
SHOULD DISCOURAGE LARGE FAMILIES	45.0	70.0	43.1	65.4	46.9	70.8	44.3	68.4	47.3	76.7
WOMEN SHOULD GET JOB EQUALITY	86.3	87.9	81.9	85.0	87.6	89.1	87.0	90.6	90.6	91.1
ALL SHOULD GET COL OPPORTUNITY	83.3	67.5	86.0	77.0	82.8	62.3	82.3	77.7	81.6	59.1
CAN DO LITTLE TO CHANGE SOCIETY	46.1	42.7	46.5	44.3	45.2	40.9	46.2	35.7	46.5	42.7

FALL, 1971, NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: BOTH SEXES

ITEM	ALL INSTITUTIONS		PREDOMINANTLY WHITE TWO-YEAR COLLEGES		PREDOMINANTLY WHITE FOUR-YEAR COLLEGES		PREDOMINANTLY NEGRO FOUR-YEAR COLLEGES		PREDOMINANTLY WHITE UNIVERSITIES	
	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK
AGREE STRONGLY OR SOMEWHAT										
COL REGULATE STUDENTS OFF CAMPUS	24.6	13.0	28.2	14.2	21.5	13.7	27.9	21.0	14.5	9.9
BENEFIT OF COLLEGE IS MONETARY	70.7	58.4	75.4	68.8	64.2	52.3	74.4	67.3	62.7	50.1
STUDENTS HELP EVALUATE FACULTY	71.5	76.3	67.3	73.6	73.7	76.9	71.8	70.4	75.0	80.0
ABOLISH COLLEGE GRADES	36.1	43.1	32.0	41.0	37.7	44.1	37.7	34.6	36.9	45.0
DE-EMPHASIZE ORGANIZED SPORTS	24.4	26.0	29.2	25.3	22.7	24.9	22.3	24.7	23.4	29.1
REGULATE STUDENT PUBLICATIONS	44.5	31.7	52.0	38.5	40.7	29.9	47.8	40.2	27.9	23.1
COLLEGE HAS RIGHT TO BAN SPEAKER	25.2	27.9	30.9	32.1	24.1	26.1	25.5	32.1	15.7	23.4
GIVE DISADVANTAGED PREF TRTMNT	64.2	38.5	60.3	43.2	65.9	36.5	65.0	57.2	66.7	33.5
COL TOO LAX ON STUDENT PROTEST	36.1	47.1	43.1	51.1	32.1	47.1	37.3	44.6	26.1	40.4
ADOPT OPEN ADMISSIONS AT PUB COL	51.8	36.2	60.6	46.1	50.9	30.8	47.7	40.4	47.8	27.7
USE SAME DEGREE STANDARD FOR ALL	74.2	77.7	74.6	77.6	75.5	77.0	72.2	77.6	76.4	79.0
CURRENT POLITICAL PREFERENCE										
FAR LEFT	6.2	2.5	3.9	2.3	7.5	2.5	7.0	4.8	6.6	3.1
LIBERAL	40.3	35.0	33.8	31.4	43.7	35.4	39.5	39.0	48.9	40.6
MIDDLE-OF-THE-ROAD	39.3	47.2	42.5	51.5	37.0	46.0	39.7	39.5	36.0	42.1
CONSERVATIVE	12.3	14.6	16.5	14.2	10.8	15.6	12.1	14.6	7.7	13.8
FAR RIGHT	1.9	.6	3.3	.8	1.1	.5	1.7	2.0	.8	.5
OBJECTIVES CONSIDERED TO BE ESSENTIAL OR VERY IMPORTANT										
ACHIEVE IN A PERFORMING ART	14.9	11.7	14.3	9.4	14.6	13.5	16.1	14.0	13.3	12.6
BE AN AUTHORITY IN MY FIELD	71.5	59.3	66.4	58.6	71.7	60.1	74.6	63.8	73.0	59.2
OBTAIN RECOGNITION FROM PEERS	50.5	36.4	46.7	35.3	48.2	36.9	55.3	45.5	48.9	37.6
INFLUENCE POLITICAL STRUCTURE	21.3	13.6	16.5	11.0	24.1	14.8	22.7	16.6	22.1	16.2
INFLUENCE SOCIAL VALUES	38.2	27.4	32.3	24.7	41.7	29.7	38.9	28.4	41.8	28.6
RAISE A FAMILY	54.7	60.6	56.4	61.1	52.8	62.7	54.5	55.8	54.8	56.6
HAVE ACTIVE SOCIAL LIFE	54.6	55.0	55.4	56.5	52.1	54.7	57.0	48.0	50.6	52.8
HAVE FRIENDS DIFFERENT FROM ME	55.8	60.7	53.9	58.9	59.4	62.5	55.3	53.5	55.5	61.2
BE AN EXPERT IN FINANCE	23.1	12.9	26.9	15.6	19.8	11.1	24.2	14.7	19.0	11.1
BE ADMINISTRATIVELY RESPONSIBLE	30.3	19.1	34.8	21.3	29.4	18.2	29.7	17.6	24.9	16.6
BE VERY WELL-OFF FINANCIALLY	53.9	39.3	54.8	44.5	48.2	35.3	58.1	45.9	50.3	36.5
HELP OTHERS IN DIFFICULTY	70.9	62.2	65.0	60.0	74.9	65.4	71.7	62.9	74.1	61.0
PARTICIPATE IN PEACE CORPS/VISTA	16.1	16.2	15.9	14.4	16.3	18.2	16.3	17.6	15.6	16.2
BECOME A COMMUNITY LEADER	25.9	12.5	23.0	10.6	28.3	14.5	27.3	20.2	23.9	12.7
CONTRIBUTE TO SCIENTIFIC THEORY	11.2	8.8	9.9	6.9	12.1	8.6	11.3	13.3	11.9	12.3
WRITE ORIGINAL WORKS	14.1	13.1	12.0	10.0	14.6	14.9	13.9	15.0	17.6	15.7
NEVER BE OBLIGATED TO PEOPLE	29.9	20.8	29.7	22.0	29.2	19.7	29.8	24.9	31.6	20.3
CREATE WORKS OF ART	13.1	15.5	13.8	13.8	11.8	16.1	12.8	13.5	14.8	17.8
KEEP UP WITH POLITICAL AFFAIRS	41.4	42.9	33.9	36.8	43.1	45.6	45.4	41.8	42.7	49.1
SUCCEED IN MY OWN BUSINESS	50.9	41.3	50.8	47.2	47.9	37.1	54.9	40.4	45.3	37.5
HELP CLEAN UP ENVIRONMENT	38.1	43.2	37.0	41.4	39.2	44.4	39.3	46.7	35.7	44.2
DEVELOP A PHILOSOPHY OF LIFE	67.6	68.2	61.2	60.9	70.4	72.8	69.4	68.6	70.3	73.6
PARTICIPATE IN COMMUNITY ACTION	40.2	25.0	35.9	22.6	43.0	27.5	41.8	33.3	39.9	25.2
MARRY WITHIN NEXT 5 YEARS	29.4	29.8	33.8	34.1	25.8	29.0	29.9	26.4	25.7	23.6

FALL, 1971, NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: BOTH SEXES

ITEM	ALL INSTITUTIONS		PREDOMINANTLY WHITE TWO-YEAR COLLEGES		PREDOMINANTLY WHITE FOUR-YEAR COLLEGES		PREDOMINANTLY NEGRO FOUR-YEAR COLLEGES		PREDOMINANTLY WHITE UNIVERSITIES	
	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK
SELF RATINGS OF BETTER THAN 'AVERAGE' ON PERSONAL TRAITS										
ACADEMIC ABILITY	29.7	52.1	19.1	33.5	35.7	59.0	26.8	37.5	46.8	73.1
ATHLETIC ABILITY	34.9	36.1	38.6	34.5	38.6	37.2	30.4	32.2	33.8	37.0
ARTISTIC ABILITY	13.0	18.0	11.5	16.1	13.4	18.2	12.2	16.2	17.0	21.1
CHEERFULNESS	58.1	51.2	59.6	49.7	59.1	53.0	56.4	48.0	58.3	51.1
DEFENSIVENESS	30.5	26.6	30.2	26.2	32.5	26.6	28.3	17.6	33.4	27.4
DRIVE TO ACHIEVE	60.8	51.9	54.9	43.5	63.4	55.0	60.1	51.4	69.0	61.3
LEADERSHIP ABILITY	37.2	34.7	34.6	26.9	40.8	38.2	33.9	33.4	44.8	42.8
MATHEMATICAL ABILITY	17.1	33.0	13.6	22.9	21.0	35.0	14.7	22.9	23.8	47.4
MECHANICAL ABILITY	11.7	23.3	11.8	24.4	13.6	20.9	10.1	20.9	13.3	25.3
ORIGINALITY	31.6	34.4	25.3	27.8	35.4	36.7	29.4	26.8	42.6	41.9
POLITICAL CONSERVATISM	5.0	8.9	4.9	6.4	5.1	10.3	5.5	4.4	4.0	10.9
POLITICAL LIBERALISM	20.5	23.2	14.6	17.2	26.1	24.7	18.4	26.3	28.1	31.1
POPULARITY (GENERAL)	34.9	28.9	33.9	24.9	39.2	31.4	30.7	20.8	40.7	32.0
POPULARITY WITH OPPOSITE SEX	37.4	26.6	38.2	23.8	40.3	27.9	33.9	20.8	40.3	29.3
PUBLIC SPEAKING ABILITY	21.3	19.3	16.5	13.5	25.4	21.9	20.4	16.7	26.0	25.1
SELF-CONFIDENCE (INTELLECTUAL)	37.8	34.7	34.3	24.3	41.7	37.7	35.3	30.9	44.7	47.6
SELF-CONFIDENCE (SOCIAL)	36.6	26.8	34.8	23.7	40.7	28.3	33.9	26.2	40.3	29.8
SENSITIVITY TO CRITICISM	19.2	25.8	19.6	22.1	20.1	27.6	17.6	21.5	21.1	29.4
STUBBORNNESS	25.2	37.1	23.8	35.0	26.4	37.9	22.5	34.7	32.3	39.4
UNDERSTANDING OF OTHERS	62.9	62.5	58.5	58.3	65.8	65.3	62.2	55.6	67.9	65.2
WRITING ABILITY	27.2	27.8	24.8	19.8	28.8	31.0	26.1	19.7	31.9	36.4
STUDENTS ESTIMATE CHANCES ARE VERY GOOD THAT THEY WILL										
GET MARRIED WHILE IN COLLEGE	8.0	8.5	8.8	7.8	7.2	8.8	7.6	11.7	8.3	9.0
MARRY WITHIN A YEAR AFTER COL	17.8	19.9	17.1	18.2	17.4	21.9	19.2	20.2	16.3	19.9
VOTE IN 1972 PRES ELECTION	65.7	76.7	61.8	71.6	66.4	78.7	66.7	66.7	68.9	82.7
ENLIST IN ARMED SERV BEFORE GRAD	1.4	1.9	1.0	1.1	2.1	3.0	1.2	.9	1.3	1.6
CHANGE MAJOR FIELD	10.8	12.6	8.4	8.0	10.8	14.5	11.0	10.2	14.8	17.7
CHANGE CAREER CHOICE	9.1	13.2	6.5	8.6	9.1	14.9	9.2	9.4	13.7	18.4
FAIL ONE OR MORE COURSES	2.7	2.0	2.2	1.9	3.2	2.3	2.7	3.9	2.5	1.9
GRADUATE WITH HONORS	7.9	4.5	8.4	3.1	7.7	4.8	7.4	7.6	9.0	6.3
BE ELECTED TO A STUDENT OFFICE	3.6	1.2	3.3	1.0	3.7	1.4	3.9	1.8	3.0	1.2
JOIN SOC FRATERNITY OR SORORITY	16.1	14.0	10.1	10.7	16.1	16.6	21.5	7.6	13.6	15.6
BE ELECTED TO AN HONOR SOCIETY	4.3	3.1	3.1	1.6	4.6	3.5	4.5	2.3	5.9	4.8
MAKE AT LEAST A 'B' AVERAGE	19.0	23.9	17.4	18.6	21.0	24.7	16.6	20.9	24.8	31.6
NEED EXTRA TIME TO GET DEGREE	5.9	3.7	7.7	4.1	4.8	3.2	5.8	5.6	4.5	3.6
WORK AT OUTSIDE JOB	28.5	33.5	36.2	38.8	26.2	29.1	22.7	38.8	32.8	31.0
SEEK VOCATIONAL COUNSELING	14.2	11.2	13.1	9.1	14.1	12.6	14.4	12.4	15.7	12.9
SEEK PERSONAL COUNSELING	11.2	6.0	9.4	4.6	12.7	7.4	11.9	8.5	10.6	6.1
ENROLL IN HONORS COURSE	5.7	5.7	4.1	2.3	6.5	6.3	5.5	6.3	7.7	10.6
GET TUTORING HELP IN COURSES	18.4	5.2	12.2	4.2	21.0	6.4	19.1	8.9	24.5	5.2
AUTHOR A PUBLISHED ARTICLE	5.1	3.7	4.6	2.3	5.7	4.5	4.5	3.2	6.2	5.0
BE MORE SUCCESSFUL THAN MOST	14.4	8.4	15.6	8.3	13.4	7.6	14.0	11.3	14.6	9.6
DROP OUT TEMPORARILY	1.4	1.4	1.7	1.1	1.4	1.6	1.4	.9	1.1	1.7
DROP OUT PERMANENTLY	.9	.8	1.4	.8	.5	1.0	1.0	.0	.7	.7
TRANSFER TO ANOTHER COLLEGE	8.4	11.6	10.1	13.1	7.6	11.9	7.4	16.4	8.8	8.8
BE SATISFIED WITH MY COLLEGE	54.5	57.2	52.1	56.0	54.2	58.6	57.3	50.9	52.4	57.2

FALL, 1971, NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: BOTH SEXES

ITEM	ALL INSTITUTIONS		PREDOMINANTLY WHITE TWO-YEAR COLLEGES		PREDOMINANTLY WHITE FOUR-YEAR COLLEGES		PREDOMINANTLY NEGRO FOUR-YEAR COLLEGES		PREDOMINANTLY WHITE UNIVERSITIES	
	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK	BLACK	NONBLACK
ACTIVITIES ENGAGED IN BY STUDENTS DURING THE PAST YEAR										
VOTED IN STUDENT ELECTION (3)	63.9	64.4	52.7	61.3	65.2	67.4	71.5	58.8	62.7	65.2
CAME LATE TO CLASS	61.0	52.4	54.2	51.1	61.4	53.3	63.3	52.2	67.0	53.1
PLAYED A MUSICAL INSTRUMENT	33.2	38.0	26.9	32.5	34.7	41.1	35.6	32.0	35.9	42.8
STUDIED IN THE LIBRARY (3)	37.2	30.8	30.1	27.8	40.4	32.8	40.3	35.4	37.5	32.8
CHECKED OUT A LIBRARY BOOK (3)	44.7	42.4	33.8	36.1	49.8	45.6	48.5	46.7	46.8	44.6
ARRANGED DATE FOR STUDENT	36.7	42.7	33.4	44.3	36.8	42.5	39.7	37.2	34.7	40.2
OVERSLEPT AND MISSED A CLASS	24.4	20.8	24.0	21.9	23.8	20.3	23.8	25.0	27.6	19.8
READ ABOUT RIGHTS/RESPONSIBILITY	74.2	66.8	69.3	62.5	74.4	69.8	78.7	61.5	71.5	69.6
TYPED A HOMEWORK ASSIGNMENT (3)	24.3	22.2	20.6	19.9	25.3	23.4	24.5	19.2	28.8	24.3
DISCUSSED FUTURE WITH PARENTS(3)	42.2	38.4	39.2	37.3	43.7	40.9	43.3	34.3	42.4	36.7
WAS LATE WITH SCHOOL ASSIGNMENT	63.8	66.9	59.2	68.1	66.1	67.0	65.9	67.6	62.9	64.9
ARGUED WITH A TEACHER IN CLASS	34.1	50.5	31.1	44.7	36.5	52.5	32.2	42.5	40.9	57.3
ATTENDED A RELIGIOUS SERVICE	87.4	85.9	83.2	83.8	87.8	88.3	91.4	77.5	83.6	85.8
DEMONSTRATED FOR RACIAL CHANGE	40.0	13.9	31.4	12.2	43.6	14.7	42.2	24.7	44.2	15.5
DEMONSTRATED FOR MILITARY CHANGE	12.4	11.5	9.2	9.7	15.2	12.3	11.4	13.8	16.1	13.4
DEMONSTRATED FOR SCHOOL CHANGE	47.1	30.5	35.1	27.1	48.4	32.5	52.2	37.6	53.3	33.2
DID EXTRA READING FOR COURSE (3)	19.8	13.9	15.4	10.4	21.0	15.4	20.9	16.2	22.9	17.4
TOOK SLEEPING PILLS	3.2	4.4	3.3	4.4	3.4	4.4	2.9	5.6	3.5	4.1
TUTORED ANOTHER STUDENT	48.3	42.6	35.1	32.6	55.2	47.5	47.8	39.6	62.2	51.8
PLAYED CHESS	21.4	39.5	18.5	36.0	27.2	40.4	18.2	43.8	26.2	43.9
READ POETRY NOT REQUIRED	65.3	58.8	57.5	51.9	66.8	63.8	69.4	58.6	66.7	62.9
TOOK A TRANQUILIZING PILL	4.5	6.4	5.0	6.4	3.8	6.7	4.1	6.4	5.8	5.8
DISCUSSED RELIGION (3)	21.6	26.0	17.0	20.3	25.4	30.3	21.6	20.1	24.1	29.1
TOOK VITAMINS	56.2	59.0	56.5	56.8	57.9	60.7	55.4	59.7	55.3	60.0
VISITED ART GALLERY OR MUSEUM	62.3	66.4	55.3	61.8	64.4	67.9	63.1	69.3	69.4	71.9
PARTICIPATED IN H.S. POL. CMPG.	43.8	35.5	29.0	29.8	44.9	39.4	52.2	39.1	47.1	39.4
PARTICIPATED IN OTHER POL.CMPG.	14.4	12.9	8.8	9.2	16.0	14.6	17.2	14.8	15.2	16.5
MISSED SCHOOL DUE TO ILLNESS (3)	4.2	3.2	5.7	3.3	3.6	3.3	3.7	3.4	3.4	2.8
SMOKED CIGARETTES (3)	10.5	15.2	12.3	19.0	10.0	13.4	10.1	20.1	9.3	11.5
DISCUSSED POLITICS (3)	17.5	21.3	11.8	15.7	20.5	23.5	17.9	23.7	21.9	27.4
DRANK BEER	45.0	61.7	45.5	65.0	42.5	58.7	47.6	53.6	41.1	60.6
DISCUSSED SPORTS (3)	47.0	41.4	47.9	40.3	47.5	43.0	48.1	44.8	41.9	40.7
READ ABOUT CIVIL RIGHTS	91.6	79.1	86.3	74.3	93.3	81.8	93.3	81.9	94.2	82.9
ASKED TEACHER FOR ADVICE (3)	32.9	21.0	27.5	17.2	35.1	23.7	34.3	21.0	35.4	23.4
HAD VOCATIONAL COUNSELING	54.6	46.2	52.0	46.5	52.8	46.4	57.9	52.7	53.4	41.7
STAYED UP ALL NIGHT	57.4	60.1	52.9	59.0	58.7	60.8	56.9	57.8	65.0	60.8

(**)
THIS ITEM IS REPORTED FOR THE FIRST TIME IN 1971. ITEMS NOT INDICATED WITH '**' ARE REPEATED OR MODIFIED QUESTIONS FROM ONE OR MORE OF THE EARLIER SURVEYS.

(1)
SINCE IT IS POSSIBLE THAT SOME STUDENTS MAY HAVE CHECKED MORE THAN ONE RESPONSE CATEGORY FOR THIS ITEM, THE PERCENTAGES MAY SUM TO MORE THAN 100.

(2)
RECATEGORIZATION OF THIS ITEM FROM A LONGER LIST IS SHOWN IN APPENDIX C OF THE 1971 NAT'L NORMS REPORT.

(3)
FREQUENTLY ONLY, ALL OTHER ITEMS FREQUENTLY PLUS OCCASIONALLY.

Appendix A

1971 Student Information Form

YOUR NAME _____
(please print) First Middle or Maiden Last

HOME STREET ADDRESS _____
(print)

CITY _____ STATE _____ Zip Code (if known)
(print) (print)

1971 STUDENT INFORMATION FORM

191525

When were you born? Month (01-12) Day (01-31) Year

GRP.

Dear Student:

The information in this report is being collected as part of a continuing study of higher education by the American Council on Education. The Council, which is a non-governmental association of colleges and educational organizations, encourages and solicits your cooperation in this research in order to achieve a better understanding of how students are affected by their college experiences. Detailed information on the goals and design of this research program are furnished in research reports available from the Council. Identifying information has been requested in order to make subsequent mail follow-up studies possible. Your response will be held in the strictest professional confidence.

Sincerely yours, Logan Wilson

Logan Wilson, President

DIRECTIONS: Your responses will be read by an optical mark reader. Your careful observance of these few simple rules will be most appreciated :

Use only black lead pencil (No. 2½ or less).
Make heavy black marks that fill the circle.
Erase cleanly any answer you wish to change.
Make no stray markings of any kind.

	Yes	No
EXAMPLE: Will marks made with ball pen or fountain pen be properly read?	○	●

1. Your Sex:
Male ○
Female ○

2. Are you presently married?
Yes ○
No ○

3. How old will you be on December 31 of this year? (Mark one)
16 or younger ○
17 ○
18 ○
19 ○
20 ○
21 ○
22-25 ○
26 or older ○

4. What was your average grade in secondary school? (Mark one)
A or A+ ○
A- ○
B+ ○
B ○
B- ○
C+ ○
C ○
D ○

5. Where did you rank academically in your high school graduating class? (Mark one)
Top Quarter ○
2nd Quarter ○
3rd Quarter ○
4th Quarter ○

6. Did you graduate from secondary school in the class of 1971?
Yes ○
No ○

7. Are you a veteran? (Mark one)
No ○
Yes, I served in Southeast Asia ○
Yes, but I did not serve in Southeast Asia ○

8. Mark one:
This is the first time I have enrolled in college as a freshman ○
I have attended this college before ○
I came to this college from a junior college ○
I came to this college from a four-year college or university ○

9. The following questions deal with accomplishments that might possibly apply to your high school years. Do not be discouraged by this list; it covers many areas of interest and few students will be able to say "yes" to many items.

(Mark all that apply) Yes

Was elected president of one or more student organizations (recognized by the school) ○
Received a high rating (Good, Excellent) in a state or regional music contest ○
Participated in a state or regional speech or debate contest ○
Had a major part in a play ○
Won a varsity letter (sports) ○
Won a prize or award in an art competition ○
Edited the school paper, yearbook, or literary magazine ○
Had poems, stories, essays, or articles published ○
Participated in a National Science Foundation summer program ○
Placed (first, second, or third) in a state or regional science contest ○
Was a member of a scholastic honor society ○
Won a Certificate of Merit or Letter of Commendation in the National Merit Program ○

10. What is the highest academic degree that you intend to obtain? (Mark one)
None ○
Associate (A.A. or equivalent) ○
Bachelor's degree (B.A.,B.S.,etc.) ○
Master's degree (M.A.,M.S.,etc.) ○
Ph.D. or Ed.D. ○
M.D.,D.O.,D.D.S., or D.V.M. ○
LL.B. or J.D. (Law) ○
B.D. (Divinity) ○
Other ○

11. How many miles is this college from your home? (Mark one)
5 or less ○
6-10 ○
11-50 ○
51-100 ○
101-500 ○
More than 500 ○

12. What is the highest level of formal education obtained by your parents? (Mark one in each column)

	Father	Mother
Grammar school or less	○	○
Some high school	○	○
High school graduate	○	○
Some college	○	○
College degree	○	○
Postgraduate degree	○	○

13. Do you have any concern about your ability to finance your college education? (Mark one)
None (I am confident that I will have sufficient funds) ○
Some concern (but I will probably have enough funds) ○
Major concern (not sure I will be able to complete college) ○

14. For each item indicate if it is a source for financing your education. (Mark one in each row)

	Major Source	Minor Source	Not a Source
Part-time or summer work	○	○	○
Savings from full-time employment	○	○	○
Parental or family aid or gifts	○	○	○
Federal benefits from parent's military service	○	○	○
G.I. benefits from your military service	○	○	○
Scholarships and grants	○	○	○
NDEA loans, federally insured loans or college loans	○	○	○
Other repayable loans	○	○	○

15. What is your best estimate of the total income last year of your parental family (not your own family if you are married)? Consider annual income from all sources before taxes. (Mark one)

Less than $4,000	○	$15,000-$19,999	○
$4,000-$5,999	○	$20,000-$24,999	○
$6,000-$7,999	○	$25,000-$29,999	○
$8,000-$9,999	○	$30,000-$34,999	○
$10,000-$12,499	○	$35,000-$39,999	○
$12,500-$14,999	○	$40,000 or more	○

16. Are you: (Mark all that apply.)

- White/Caucasian ○
- Black/Negro/Afro-American ○
- American Indian ○
- Oriental ○
- Mexican-American/Chicano ○
- Puerto Rican-American ○
- Other ○

17. Mark one in each column:

	Religion in Which You Were Reared	Your Present Religious Preference
Protestant	○	○
Roman Catholic	○	○
Jewish	○	○
Other	○	○
None	○	○

18. In deciding to go to college, how important to you was each of the following reasons? (Mark one answer for each reason)

	Very important	Somewhat important	Not important
My parents wanted me to go	Ⓥ	Ⓢ	Ⓝ
To be able to contribute more to my community	Ⓥ	Ⓢ	Ⓝ
To be able to get a better job	Ⓥ	Ⓢ	Ⓝ
To gain a general education and appreciation of ideas	Ⓥ	Ⓢ	Ⓝ
To improve my reading and study skills	Ⓥ	Ⓢ	Ⓝ
There was nothing better to do	Ⓥ	Ⓢ	Ⓝ
To make me a more cultured person	Ⓥ	Ⓢ	Ⓝ
To be able to make more money	Ⓥ	Ⓢ	Ⓝ
To learn more about things that interest me	Ⓥ	Ⓢ	Ⓝ
To meet new and interesting people	Ⓥ	Ⓢ	Ⓝ
To prepare myself for graduate or professional school	Ⓥ	Ⓢ	Ⓝ

19. Below is a general list of things that students sometimes do. Indicate which of these things you did during the past year in school. If you engaged in an activity frequently, mark Ⓕ. If you engaged in an activity one or more times, but not frequently, mark Ⓞ (occasionally). Mark Ⓝ (not at all) if you have not performed the activity during the past year. (Mark one for each item)

	Frequently	Occasionally	Not at all
Voted in a student election	Ⓕ	Ⓞ	Ⓝ
Came late to class	Ⓕ	Ⓞ	Ⓝ
Played a musical instrument	Ⓕ	Ⓞ	Ⓝ
Studied in the library	Ⓕ	Ⓞ	Ⓝ
Checked out a book or journal from the school library	Ⓕ	Ⓞ	Ⓝ
Arranged a date for another student	Ⓕ	Ⓞ	Ⓝ
Overslept and missed a class or appointment	Ⓕ	Ⓞ	Ⓝ
Read about collegiate rights and responsibilities of students	Ⓕ	Ⓞ	Ⓝ
Typed a homework assignment	Ⓕ	Ⓞ	Ⓝ
Discussed my future with my parents	Ⓕ	Ⓞ	Ⓝ
Failed to complete a homework assignment on time	Ⓕ	Ⓞ	Ⓝ
Argued with a teacher in class	Ⓕ	Ⓞ	Ⓝ
Attended a religious service	Ⓕ	Ⓞ	Ⓝ
Demonstrated for a change in some racial or ethnic policy	Ⓕ	Ⓞ	Ⓝ
Demonstrated for a change in some military policy	Ⓕ	Ⓞ	Ⓝ
Demonstrated for a change in some administrative policy of my high school	Ⓕ	Ⓞ	Ⓝ
Did extra (unassigned) reading for a course	Ⓕ	Ⓞ	Ⓝ
Took sleeping pills	Ⓕ	Ⓞ	Ⓝ
Tutored another student	Ⓕ	Ⓞ	Ⓝ
Played chess	Ⓕ	Ⓞ	Ⓝ
Read poetry not connected with a course	Ⓕ	Ⓞ	Ⓝ
Took a tranquilizing pill	Ⓕ	Ⓞ	Ⓝ
Discussed religion	Ⓕ	Ⓞ	Ⓝ
Took vitamins	Ⓕ	Ⓞ	Ⓝ
Visited an art gallery or museum	Ⓕ	Ⓞ	Ⓝ
Worked in a school political campaign	Ⓕ	Ⓞ	Ⓝ
Worked in a local, state, or national political campaign	Ⓕ	Ⓞ	Ⓝ
Missed school because of illness	Ⓕ	Ⓞ	Ⓝ
Smoked cigarettes	Ⓕ	Ⓞ	Ⓝ
Discussed politics	Ⓕ	Ⓞ	Ⓝ
Drank beer	Ⓕ	Ⓞ	Ⓝ
Discussed sports	Ⓕ	Ⓞ	Ⓝ
Read about civil rights and liberties	Ⓕ	Ⓞ	Ⓝ
Asked a teacher for advice after class	Ⓕ	Ⓞ	Ⓝ
Had vocational counseling	Ⓕ	Ⓞ	Ⓝ
Stayed up all night	Ⓕ	Ⓞ	Ⓝ

20. How would you characterize your political views? (Mark one)

- Far left ○
- Liberal ○
- Middle-of-the-road ○
- Conservative ○
- Far right ○

21. Mark only three responses, one in each column.

- Your probable career occupation Ⓨ
- Your father's occupation Ⓕ
- Your mother's occupation Ⓜ

NOTE: If your father (or mother) is deceased, please indicate his (her) last occupation.

	Your probable career occupation	Your father's occupation	Your mother's occupation
Accountant or actuary	Ⓨ	Ⓕ	Ⓜ
Actor or entertainer	Ⓨ	Ⓕ	Ⓜ
Architect	Ⓨ	Ⓕ	Ⓜ
Artist	Ⓨ	Ⓕ	Ⓜ
Business (clerical)	Ⓨ	Ⓕ	Ⓜ
Business executive (management, administrator)	Ⓨ	Ⓕ	Ⓜ
Business owner or proprietor	Ⓨ	Ⓕ	Ⓜ
Business salesman or buyer	Ⓨ	Ⓕ	Ⓜ
Clergyman (minister, priest)	Ⓨ	Ⓕ	Ⓜ
Clergy (other religious)	Ⓨ	Ⓕ	Ⓜ
Clinical psychologist	Ⓨ	Ⓕ	Ⓜ
College teacher	Ⓨ	Ⓕ	Ⓜ
Computer programmer	Ⓨ	Ⓕ	Ⓜ
Conservationist or forester	Ⓨ	Ⓕ	Ⓜ
Dentist (including orthodontist)	Ⓨ	Ⓕ	Ⓜ
Dietitian or home economist	Ⓨ	Ⓕ	Ⓜ
Engineer	Ⓨ	Ⓕ	Ⓜ
Farmer or rancher	Ⓨ	Ⓕ	Ⓜ
Foreign service worker (including diplomat)	Ⓨ	Ⓕ	Ⓜ
Housewife	Ⓨ	Ⓕ	Ⓜ
Interior decorator (including designer)	Ⓨ	Ⓕ	Ⓜ
Interpreter (translator)	Ⓨ	Ⓕ	Ⓜ
Lab technician or hygienist	Ⓨ	Ⓕ	Ⓜ
Law enforcement officer	Ⓨ	Ⓕ	Ⓜ
Lawyer (attorney)	Ⓨ	Ⓕ	Ⓜ
Military service (career)	Ⓨ	Ⓕ	Ⓜ
Musician (performer, composer)	Ⓨ	Ⓕ	Ⓜ
Nurse	Ⓨ	Ⓕ	Ⓜ
Optometrist	Ⓨ	Ⓕ	Ⓜ
Pharmacist	Ⓨ	Ⓕ	Ⓜ
Physician	Ⓨ	Ⓕ	Ⓜ
School counselor	Ⓨ	Ⓕ	Ⓜ
School principal or superintendent	Ⓨ	Ⓕ	Ⓜ
Scientific researcher	Ⓨ	Ⓕ	Ⓜ
Social worker	Ⓨ	Ⓕ	Ⓜ
Statistician	Ⓨ	Ⓕ	Ⓜ
Therapist (physical, occupational, speech)	Ⓨ	Ⓕ	Ⓜ
Teacher (elementary)	Ⓨ	Ⓕ	Ⓜ
Teacher (secondary)	Ⓨ	Ⓕ	Ⓜ
Veterinarian	Ⓨ	Ⓕ	Ⓜ
Writer or journalist	Ⓨ	Ⓕ	Ⓜ
Skilled trades	Ⓨ	Ⓕ	Ⓜ
Other	Ⓨ		
Undecided	Ⓨ		
Laborer (unskilled)		Ⓕ	Ⓜ
Semi-skilled worker		Ⓕ	Ⓜ
Other occupation		Ⓕ	Ⓜ
Unemployed		Ⓕ	Ⓜ

22. Rate yourself on each of the following traits as you really think you are when compared with the average student of your own age. We want the most accurate estimate of how you see yourself. (Mark one for each item)

Trait	Above Average: Highest 10 Percent		Average	Below Average	Below Average: Lowest 10 Percent
Academic ability	O	O	O	O	O
Athletic ability	O	O	O	O	O
Artistic ability	O	O	O	O	O
Cheerfulness	O	O	O	O	O
Defensiveness	O	O	O	O	O
Drive to achieve	O	O	O	O	O
Leadership ability	O	O	O	O	O
Mathematical ability	O	O	O	O	O
Mechanical ability	O	O	O	O	O
Originality	O	O	O	O	O
Political conservatism	O	O	O	O	O
Political liberalism	O	O	O	O	O
Popularity	O	O	O	O	O
Popularity with the opposite sex	O	O	O	O	O
Public speaking ability	O	O	O	O	O
Self-confidence (intellectual)	O	O	O	O	O
Self-confidence (social)	O	O	O	O	O
Sensitivity to criticism	O	O	O	O	O
Stubbornness	O	O	O	O	O
Understanding of others	O	O	O	O	O
Writing ability	O	O	O	O	O

23. Mark one in each row: { Agree Strongly; Agree somewhat; Disagree somewhat; Disagree strongly }

	Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly
The Federal government is not doing enough to control environmental pollution	O	O	O	O
The Federal government is not doing enough to protect the consumer from faulty goods and services	O	O	O	O
The Federal government is not doing enough to promote school desegregation	O	O	O	O
There is too much concern in the courts for the rights of criminals	O	O	O	O
The death penalty should be abolished	O	O	O	O
The activities of married women are best confined to the home and family	O	O	O	O
The "generation gap" between me and my parents is so great that we can barely communicate	O	O	O	O
Marijuana should be legalized	O	O	O	O
Parents should be discouraged from having large families	O	O	O	O
Women should receive the same salary and opportunities for advancement as men in comparable positions	O	O	O	O
Everybody should be given an opportunity to go to college regardless of past performance or aptitude test scores	O	O	O	O
Realistically, an individual person can do little to bring about changes in our society	O	O	O	O

24. Mark one in each row: { Agree strongly; Agree somewhat; Disagree somewhat; Disagree strongly }

	Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly
College officials have the right to regulate student behavior off campus	O	O	O	O
The chief benefit of a college education is that it increases one's earning power	O	O	O	O
Faculty promotions should be based in part on student evaluations	O	O	O	O
College grades should be abolished	O	O	O	O
Colleges would be improved if organized sports were de-emphasized	O	O	O	O
Student publications should be cleared by college officials	O	O	O	O
College officials have the right to ban persons with extreme views from speaking on campus	O	O	O	O
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	O	O	O	O
Most college officials have been too lax in dealing with student protests on campus	O	O	O	O
Open admissions (admitting anyone who applies) should be adopted by all publicly-supported colleges	O	O	O	O
Even if it employs open admissions, a college should use the same performance standards in awarding degrees to all students	O	O	O	O

25. What is your best guess as to the chances that you will: (Mark one for each item)

	Very Good Chance	Some Chance	Very Little Chance	No Chance
Get married while in college?	O	O	O	O
Get married within a year after college?	O	O	O	O
Vote in the 1972 presidential election?	O	O	O	O
Enlist in the armed services before graduating?	O	O	O	O
Change major field?	O	O	O	O
Change career choice?	O	O	O	O
Fail one or more courses?	O	O	O	O
Graduate with honors?	O	O	O	O
Be elected to a student office?	O	O	O	O
Join a social fraternity, sorority, or club?	O	O	O	O
Be elected to an academic honor society?	O	O	O	O
Make at least a "B" average?	O	O	O	O
Need extra time to complete your degree requirements?	O	O	O	O
Have to work at an outside job?	O	O	O	O
Seek vocational counseling?	O	O	O	O
Seek individual counseling on personal problems?	O	O	O	O
Enroll in honors courses?	O	O	O	O
Get tutoring help in specific courses?	O	O	O	O
Author or co-author a published article?	O	O	O	O
Be more successful after graduation than most students attending this college?	O	O	O	O
Drop out of this college temporarily (exclude transferring)?	O	O	O	O
Drop out permanently (exclude transferring)?	O	O	O	O
Transfer to another college before graduating?	O	O	O	O
Be satisfied with your college?	O	O	O	O

26. Do you feel that you will need any special tutoring or remedial work in any of the following subjects? (Mark all that apply)

English O Mathematics O Science O
Reading O Social studies O Foreign language O

27. Below is a list of 68 different undergraduate major fields grouped into general categories. Mark only three of the 68 fields as follows:

① First choice (your probable major field of study).
② Second choice.
Ⓛ The field of study which is least appealing to you.

ARTS AND HUMANITIES

Architecture	① ② Ⓛ
English (literature)	① ② Ⓛ
Fine arts	① ② Ⓛ
History	① ② Ⓛ
Journalism (writing)	① ② Ⓛ
Language (modern)	① ② Ⓛ
Language (other)	① ② Ⓛ
Music	① ② Ⓛ
Philosophy	① ② Ⓛ
Speech and drama	① ② Ⓛ
Theology	① ② Ⓛ
Other	① ② Ⓛ

BIOLOGICAL SCIENCE

Biology (general)	① ② Ⓛ
Biochemistry	① ② Ⓛ
Biophysics	① ② Ⓛ
Botany	① ② Ⓛ
Zoology	① ② Ⓛ
Other	① ② Ⓛ

BUSINESS

Accounting	① ② Ⓛ
Business admin.	① ② Ⓛ
Electronic data processing	① ② Ⓛ
Secretarial studies	① ② Ⓛ
Other	① ② Ⓛ

ENGINEERING

Aeronautical	① ② Ⓛ
Civil	① ② Ⓛ
Chemical	① ② Ⓛ
Electrical	① ② Ⓛ
Industrial	① ② Ⓛ
Mechanical	① ② Ⓛ
Other	① ② Ⓛ

PHYSICAL SCIENCE

Chemistry	① ② Ⓛ
Earth science	① ② Ⓛ
Mathematics	① ② Ⓛ
Physics	① ② Ⓛ
Statistics	① ② Ⓛ
Other	① ② Ⓛ

PROFESSIONAL

Health Technology (medical, dental, laboratory)	① ② Ⓛ
Nursing	① ② Ⓛ
Pharmacy	① ② Ⓛ
Predentistry	① ② Ⓛ
Prelaw	① ② Ⓛ
Premedical	① ② Ⓛ
Preveterinary	① ② Ⓛ
Therapy (occupat., physical, speech)	① ② Ⓛ
Other	① ② Ⓛ

SOCIAL SCIENCE

Anthropology	① ② Ⓛ
Economics	① ② Ⓛ
Education	① ② Ⓛ
History	① ② Ⓛ
Political Science (government, int. relations)	① ② Ⓛ
Psychology	① ② Ⓛ
Social work	① ② Ⓛ
Sociology	① ② Ⓛ
Other	① ② Ⓛ

OTHER FIELDS

Agriculture	① ② Ⓛ
Communications (radio, T.V., etc.)	① ② Ⓛ
Computer Science	① ② Ⓛ
Environmental Science	① ② Ⓛ
Electronics (technology)	① ② Ⓛ
Forestry	① ② Ⓛ
Home economics	① ② Ⓛ
Industrial arts	① ② Ⓛ
Library science	① ② Ⓛ
Military science	① ② Ⓛ
Physical education and recreation	① ② Ⓛ
Other (technical)	① ② Ⓛ
Other (nontechnical)	① ② Ⓛ
Undecided	① ② Ⓛ

Please be sure that only three circles have been marked in the above list.

28. Indicate the importance to you personally of each of the following: (Mark one for each item)

	Essential	Very Important	Somewhat Important	Not Important
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Becoming an authority in my field	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Obtaining recognition from my colleagues for contributions in my special field	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Influencing the political structure	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Influencing social values	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Raising a family	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Having an active social life	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Having friends with different backgrounds and interests from mine	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Becoming an expert in finance and commerce	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Having administrative responsibility for the work of others	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Being very well-off financially	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Helping others who are in difficulty	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Participating in an organization like the Peace Corps or Vista	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Becoming a community leader	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Making a theoretical contribution to science	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Writing original works (poems, novels, short stories, etc.)	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Never being obligated to people	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Creating artistic work (painting, sculpture, decorating, etc.)	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Keeping up to date with political affairs	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Being successful in a business of my own	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Becoming involved in programs to clean up the environment	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Developing a meaningful philosophy of life	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Participating in a community action program	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Getting married within the next five years	Ⓔ	Ⓥ	Ⓢ	Ⓝ

29. Below are some of the reasons that might have influenced your decision to attend this particular college. How important was each reason in deciding to come here?
(Mark one answer for each statement.)

	Very important	Somewhat important	Not important
My relatives wanted me to come here	Ⓥ	Ⓢ	Ⓝ
This college has a very good reputation	Ⓥ	Ⓢ	Ⓝ
Most of my friends are going to this college	Ⓥ	Ⓢ	Ⓝ
Because of low tuition	Ⓥ	Ⓢ	Ⓝ
Someone who had been here before advised me to go	Ⓥ	Ⓢ	Ⓝ
Because of the special educational programs offered	Ⓥ	Ⓢ	Ⓝ
I was not accepted anywhere else	Ⓥ	Ⓢ	Ⓝ
My guidance counselor advised me to go	Ⓥ	Ⓢ	Ⓝ
I wanted to live at home	Ⓥ	Ⓢ	Ⓝ

DIRECTIONS:

The remaining circles are provided for items specifically designed by your college, rather than by the American Council on Education. If your college has chosen to use the circles, observe carefully the supplemental directions given you.

		DO NOT MARK
30.	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	0 0 0 0 0
31.	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	1 1 1 1 1
32.	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	2 2 2 2 2
33.	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	3 3 3 3 3
34.	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	4 4 4 4 4
35.	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	5 5 5 5 5
36.	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	6 6 6 6 6
37.	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	7 7 7 7 7
38.	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	8 8 8 8 8
39.	Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	9 9 9 9 9
		① ② ③ ④ Ⓐ

Prepared by Office of Research, American Council on Education, One Dupont Circle N.W., Washington, D.C. 20036. Processed by Intran Corporation, 4555 W. 77th St., Minneapolis, Minn. 55435

Appendix B

Proportion of Black Students Among
All Freshmen in American Institutions:
1968 and 1971

Appendix B

In addition to student weights, based on first-time, full-time enrollments in the CIRP sample and the institutional population, an institutional weight is calculated annually. To be used in studies where the institution (rather than the student) is the unit of analysis, this weight is based on the ratio between the number of institutions in the population within a given cell and the number of participating sample institutions within the same cell whose data were used in computing the national norms.

Application of these institutional weights in the 1968 survey (Bayer and Boruch, 1969: 12-15), and comparable tabulations based on the 1971 survey (see Table B1), indicate an overall increase in the enrollments of blacks throughout the nation's population of higher education institutions over the period. In 1968, for example, fully one-half of all colleges and universities in the United States each enrolled less than 2 percent black students among their freshmen; 72 percent enrolled fewer than 4 percent each. In 1971, less than one-half (45 percent) had no more than 2 percent blacks enrolled as freshmen; less than two-thirds (65 percent) had blacks comprising 4 percent or less of its entrants.

Table B1

Proportion of Black Students Among
All Freshmen in American Institutions: 1968 and 1971

Percent of Entering Freshmen Who Are Black	Number of Institutions in Norms Sample		Estimated Number of Institutions In Population (Weighted Count)		Cumulative Percentage (Weighted)	
	1968	1971	1968	1971	1968	1971
Less than 0.1%	31	20	249	188	10.8	7.4
0.1% to 2.0%	145	108	911	965	50.4	45.3
2.1% to 4.0%	87	74	495	502	71.9	65.1
4.1% to 6.0%	39	36	220	259	81.4	75.3
6.1% to 8.0%	13	32	111	202	87.3	83.2
8.1% to 15.0%	11	30	85	250	89.9	93.0
15.1% to 50.0%	13	6	139	75	96.0	95.9
50.1% to 95.0%	6	3	30	14	97.3	96.5
95.1% to 98.0%	7	3	35	15	98.8	97.1
98.1% or more	6	14	28	73	100.0	100.0
TOTAL	358	326	2,303	2,543	--	--

Appendix C

Coding Scheme for Collapsed Items

Probable Major Field of Study

Probable Occupation

Father's Occupation

Probable Major Field of Study

Collapsed Category	Item Response Alternatives
Agriculture	Agriculture; Forestry
Biological Sciences	Biology (general); Biochemistry; Biophysics; Botany; Zoology; Other Biological Sciences
Business	Accounting; Business Administration; Data Processing; Secretarial Studies; Other Business
Education	Education; Physical Education and Recreation
Engineering	Aeronautical; Civil; Chemical; Electrical; Industrial; Mechanical; Other Engineering
English	English (literature)
Health Professions	Health Technology; Nursing; Pharmacy; Therapy
History and Political Science	History (Arts and Humanities); History (Social Science); Political Science
Humanities (Other)	Language (modern); Language (other); Philosophy; Theology; Other Arts and Humanities
Fine Arts	Architecture; Fine Arts; Journalism; Music; Speech and Drama
Mathematics and Statistics	Mathematics; Statistics
Physical Sciences	Chemistry; Earth Science; Physics; Other Physical Science
Preprofessional	Predentistry; Prelaw; Premedical; Preveterinary
Social Sciences	Anthropology; Economics; Psychology; Social Work; Sociology; Other Social Science
Other Fields (Technical)	Other Professional; Communications; Computer Science; Environmental Science; Electronics; Industrial Arts; Other Technical
Other Fields (Nontechnical)	Home Economics; Library Science; Military Science; Other Nontechnical
Undecided	Undecided

Probable Occupation

Collapsed Category	Item Response Alternatives
Artist (including Performer)	Actor or Entertainer; Artist; Interior Decorator; Musician; Writer or Journalist
Businessman	Accountant or Actuary; Business Executive; Business Owner or Proprietor; Business Salesman or Buyer
Clergyman	Clergyman; Clergy (other religious)
College Teacher	College Teacher
Doctor (M.D. or D.D.S.)	Dentist (including orthodontist); Physician
Educator (secondary)	School Counselor; School Principal or Superintendent; Teacher (secondary)
Elementary Teacher	Teacher (elementary)
Engineer	Engineer
Farmer or Forester	Conservationist or Forester; Farmer or Rancher
Health Professional	Dietician or Home Economist; Lab Technician or Hygienist; Optometrist; Pharmacist; Therapist; Veterinarian
Lawyer	Lawyer (attorney)
Nurse	Nurse
Research Scientist	Scientific Researcher
Other Choice	Architect; Business (clerical); Clinical Psychologist; Computer Programmer; Foreign Service Worker; Housewife; Interpreter; Law Enforcement Officer; Military Service; Social Worker; Statistician; Skilled Trades; Other
Undecided	Undecided

Father's Occupation

Collapsed Category	Item Response Alternatives
Artist (including Performer)	Actor or Entertainer; Artist; Interior Decorator; Musician; Writer or Journalist
Businessman	Accountant or Actuary; Business Executive; Business Owner or Proprietor; Business Salesman or Buyer
Clergyman	Clergyman; Clergy (other religious)
College Teacher	College Teacher
Doctor (M.D. or D.D.S.)	Dentist (including orthodontist); Physician
Educator (secondary)	School Counselor; School Principal or Superintendent; Teacher (secondary)
Elementary Teacher	Teacher (elementary)
Engineer	Engineer
Farmer or Forester	Conservationist or Forester; Farmer or Rancher
Health Professional	Dietician or Home Economist; Lab Technician or Hygienist; Optometrist; Pharmacist; Therapist; Veterinarian
Lawyer	Lawyer (attorney)
Military Career	Military Service (career)
Research Scientist	Scientific Researcher
Skilled Worker	Skilled Trades
Semi-skilled Worker	Semi-skilled Worker
Unskilled Worker	Laborer (unskilled)
Unemployed	Unemployed
Other	Architect; Business (clerical); Clinical Psychologist; Computer Programmer; Foreign Service Worker; Housewife; Interpreter; Law Enforcement Officer; Nurse; Social Worker; Statistician; Other Occupation

Appendix D

Construction of a Race Item in the CIRP

Appendix D

Construction of a Race Item in the CIRP*

In CIRP surveys through 1968, a "standard" race item was employed. Specifically, it read:

What is your racial background? (Mark one)

0 Caucasian
0 Negro
0 American Indian
0 Oriental
0 Other

When the returns from the 1968 CIRP survey were examined, it was found that some black college freshmen objected to the term "Negro;" many had crossed out this term and written in either "black" or "Afro-American" next to their deletion. Some had simply checked the "other" category and added "black" or "Afro-American" by way of clarification. In total, about 5 percent of the 1968 respondents had checked the "other" category, a proportion that seemed unusually high even when one allows for certain ambiguities about racial identity that may result from a student's coming from a mixed background (as would often be the case, for instance, with Hawaiian students). A spot check indicated that many of the freshmen who defined their racial background as "other" were blacks who vigorously objected to the term "Negro," which for many has come to symbolize the cultural and historical white racism of this country.[1] This impression was confirmed by a further empirical analysis

---

*This appendix is a condensed version of a paper to be published later in 1972 in The Public Opinion Quarterly.

[1]Objection to the term "Negro," manifested by selecting the response category "other," appears to be an historically recent occurrence, during the mid-1960s. Of 1961 college seniors, one percent reported their race as "other," three percent as "Negro" (see Davis, 1964, 1965). Fichter (1967) reports that under one percent (0.6 percent) of the 1964 senior class in predominantly Negro institutions indicated they were "other races." In the 1966 CIRP only 3.0 percent of all freshmen, and 1.0 percent of those entering predominantly Negro institutions, reported their race as "other" (Astin, Panos, and Creager, 1967a, 1967b). Only two years later, in the 1968 CIRP, the identical question yielded 5.1 percent of all freshmen, and 2.5 percent of those enrolling in predominantly Negro schools, indicating their race as "other" (Creager, Astin, Boruch, and Bayer, 1968).

of the responses of students enrolled in predominantly Negro institutions: Of those who did not check "Negro," more than two-fifths (43.5 percent) checked "other" (Bayer and Boruch, 1969: 12).

Still another anomaly was detected: Several times the expected proportion of students enrolling in college in 1968 had checked the response category "American Indian." It was hypothesized that many of these respondents were white students unfamiliar with the term "Caucasian;" "American Indian" may have seemed to them the closest appropriate category. This hypothesis suggested itself from the findings of an earlier unpublished survey sponsored by the U.S. Office of Education in which the response category "white" (or "Caucasian") was deliberately excluded. In this Office of Education survey, it was assumed that the majority white students, being offered no appropriate response category, would check "other." Instead, a sizeable proportion of college students in several large eastern institutions checked "American Indian." Perhaps many white respondents were so accustomed to having an appropriate precoded response category to check that they did not view "other" as an appropriate alternative. They knew they were Americans, and thus the category "American Indian" seemed most suitable to them.[2]

It seems logical that something of the same confusion occurred in CIRP. Proportional distributions of "American Indians," based on the tabular data from the returns with the standard item, supported such a hypothesis. In the two-year colleges, where students are perhaps less likely to be familiar with the term "Caucasian" than are their more culturally advantaged and brighter (on the average) counterparts enrolling in senior colleges,

---

[2]In personal correspondence (dated August 10, 1971, to the author), Tobia Bressler, Chief of the Ethnic Origins Statistics Branch of the U.S. Bureau of the Census, notes that ". . . there is a tendency for a portion of the population to select any origin label having 'American' in it." She further notes that about three percent of a 1966 pretest sample for the 1970 census wrote in "American" to the question on racial-ethnic origin. See also U.S. Bureau of the Census, 1967.

proportionately more students checked either "American Indian" or "other." In senior colleges, 0.4 percent of entering freshmen responded "American Indian," as opposed to 1.2 percent of those entering junior colleges. Fully 8 percent of junior college entrants indicated "other," as against 3.9 percent of senior college entrants (Creager, Astin, Boruch, and Bayer, 1968).

The Effects of Item Revision

To correct for misreporting attributable to these hypothesized difficulties, the race item in the 1969 CIRP freshman survey was restructured as follows:[3]

What is your racial background? (Mark one)

- 0 White/Caucasian
- 0 Black/Negro/Afro-American
- 0 American Indian
- 0 Oriental
- 0 Other

Table D1 compares the national normative estimates of the racial composition of entering freshmen in 1968, who responded to the standard item, with those for entering freshmen in 1969, who responded to the revised item. The results were precisely as expected. Between 1968 and 1969, the proportion of blacks and of Orientals increased (possibly because of real changes in the population as well as artifactual changes due to the revised item format). However, the proportion of freshman students who indicated they were white also increased as a result of marked decreases in the proportion of students checking either "American Indian" or "other;" indeed, the latter dropped to one-fifth of what it had been in 1968. The proportion of students who reported themselves as American Indians decreased by more than half

[3] In subsequent CIRP surveys, the stem was changed to avoid emphasizing that the item requested information on race. Thus, instead of "What is your racial background?" the stem was "Are You:" followed by a list of the response categories.

Table D1

Distribution of Responses to Standard and Revised Versions of a Race Item: 1968 and 1969 National Normative Data

Standard Item Wording (1968)	1968 Survey	1969 Survey	Revised Item Wording (1969)
What is your racial background ? (Mark One)		(Percentages)	What is your racial background? (Mark One)
Caucasian	87.3	90.9	White/Caucasian
Negro	5.8	6.0	Black/Negro/ Afro-American
American Indian	0.7	0.3	American Indian
Oriental	1.1	1.7	Oriental
Other	5.1	1.1	Other

SOURCES: Creager, Astin, Boruch, and Bayer (1968: 38) and Creager, Astin, Boruch, Bayer, and Drew (1969: 38).

and, as hypothesized, the largest proportionate decreases between the 1968 and 1969 data were observed among those students enrolling in junior colleges. Clearly, most of the "reporting error" could be attributed to white students who did not know the definition of the term "Caucasian" and had therefore checked either "American Indian" or, more frequently, "other."

A Test of Objections to the Revised Item

Inasmuch as spot checks of the responses to the standard item in the 1968 CIRP survey indicated that some students had strong reservations about the term "Negro" (usually manifested by their crossing out the word and substituting a preferred term), a check of such objections on the 1969 revised item was built into the optical scanning phase of reading and coding the returns. Specifically, additional response codes were developed for the students who had crossed out "Negro" in the category "Black/Negro/Afro-American." Only 97 (0.037 percent) of the more than 260,000 freshman college students had deleted the term: Of these, 86 (88.7 percent) still checked that response category after the deletion; five checked "white/Caucasian;" one checked "other;" and five did not respond. It would seem, then, that very few blacks objected vigorously to having their racial background defined as "Black/Negro/Afro-American."

Reliability of the Revised Item

In December, 1969, it was possible to test further the reliability of the race item in a followup study carried out as part of a collaborative research program of the American Council on Education and the Carnegie Commission on Higher Education. As part of the larger collaborative project, a subsample of CIRP students who had entered college in September of 1968 and of 1969 were selected for resurvey. The followup instrument contained an alternative multiple-answer form of a race item:

Are you: (Mark all that apply)

0 White/Caucasian
0 Black/Negro/Afro-American
0 American Indian
0 Spanish-American, Mexican-American
0 Puerto-Rican
0 Oriental
0 None of these

By using this alternate version (which, it should be noted, allows the student to check all categories that apply rather than limiting him to just one), we were able to compare the stability of response from the 1968 standard version with the stability of response from the 1969 revised version.

Table D2 shows how responses to the followup alternate version were related to the freshman responses to the 1968 standard version; Table D3 shows this same relationship for freshman responses to the 1969 revised item. These responses proved to be, in general, highly stable for the major racial groups.

Of those who checked "Caucasian" on the standard form, or "White/Caucasian" on the revised form, 98 percent checked only the "White/Caucasian" response in the followup. But, substantially more students who had checked only "White/Caucasian" on the followup had checked "other" on the standard version than on the revised version. In brief, the hypothesized conclusion about the term "Caucasian" is again confirmed.

The responses of blacks were about equally stable. Approximately 92 percent of those who responded "Negro" on the standard item responded to only the "Black/Negro/Afro-American" category on the followup; the comparable figure for the revised item is 94 percent. Again, however, fewer of those who checked only this category on the followup had originally responded "other" on the revised item.

Response to the "Oriental" category was slightly less stable than that for blacks or whites and, again, was somewhat higher on the revised item.

Table D2

Distribution of Racial Groups from Standard Version Format on Followup Multiple-Response Racial/Ethnic Item

Standard Item Response (1968)	Followup Response (1969)												
	White/ Caucasian Only	Black/Negro/ Afro-American Only	American Indian Only	Oriental Only	Spanish American/Mexican American Only	Puerto Rican Only	Two Responses Checked -- White/Caucasian With: Black/Negro/ Afro-American	American Indian	Oriental	Spanish American/ Mexican American	Puerto Rican	All Other Responses and Combinations	Total
Caucasian	96.0 (18,593)	0.0 (2)	0.0 (1)	0.0 (0)	0.4 (72)	0.1 (11)	0.0 (4)	0.8 (148)	0.0 (5)	0.2 (41)	0.0 (9)	2.5 (483)	91.6 (19,369)
Negro	1.1 (9)	92.2 (743)	0.0 (0)	0.0 (0)	0.1 (1)	0.0 (0)	0.4 (3)	0.0 (0)	0.0 (0)	0.1 (1)	0.0 (0)	6.1 (49)	3.8 (806)
American Indian	66.7 (42)	1.6 (1)	6.3 (4)	0.0 (0)	1.6 (1)	0.0 (0)	1.6 (1)	14.3 (9)	0.0 (0)	0.0 (0)	0.0 (0)	7.9 (5)	0.3 (63)
Oriental	6.9 (18)	0.0 (0)	0.0 (0)	85.1 (223)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	2.7 (7)	0.0 (0)	0.0 (0)	5.3 (14)	1.2 (262)
Other	79.0 (501)	3.0 (19)	0.0 (0)	0.3 (2)	6.9 (44)	1.3 (8)	0.2 (1)	0.3 (2)	0.6 (4)	0.2 (1)	0.5 (3)	7.7 (49)	3.0 (634)
TOTAL	90.7 (19,163)	3.6 (765)	0.0 (5)	1.1 (225)	0.6 (118)	0.1 (19)	0.0 (9)	0.7 (159)	0.1 (16)	0.2 (43)	0.1 (12)	2.8 (600)	100.0 (21,134)

Table D3

Distribution of Racial Groups from Revised Version Format on Followup Multiple-Response Racial/Ethnic Item

Revised Item Response (1969)	Followup Response (1969)												
	White/ Caucasian Only	Black/Negro/ Afro-American Only	American Indian Only	Oriental Only	Spanish American/Mexican American Only	Puerto Rican Only	Two Responses Checked -- White/Caucasian With: Black/Negro/ Afro-American	American Indian	Oriental	Spanish American/ Mexican American	Puerto Rican	All Other Responses and Combinations	Total
White/Caucasian	95.7 (15,920)	0.0 (8)	0.0 (3)	0.0 (3)	0.5 (87)	0.1 (15)	0.0 (2)	0.7 (114)	0.0 (7)	0.2 (31)	0.0 (8)	2.7 (446)	93.9(16,644)
Black/Negro/ Afro-American	0.8 (6)	94.1 (715)	0.1 (1)	0.0 (0)	0.0 (0)	0.0 (0)	0.1 (1)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	4.9 (37)	4.3(760)
American Indian	14.8 (4)	3.7 (1)	37.0 (10)	0.0 (0)	11.1 (3)	0.0 (0)	0.0 (0)	25.9 (7)	0.0 (0)	0.0 (0)	0.0 (0)	7.4 (2)	0.1(27)
Oriental	1.1 (2)	0.0 (0)	0.0 (0)	90.6 (163)	0.6 (1)	0.0 (0)	0.0 (0)	0.0 (0)	1.7 (3)	0.0 (0)	0.0 (0)	6.1 (11)	1.0(180)
Other	36.0 (40)	0.9 (1)	0.0 (0)	1.8 (2)	27.0 (30)	2.7 (3)	0.0 (0)	0.0 (0)	3.6 (4)	0.0 (0)	0.0 (0)	27.9 (31)	0.6(111)
TOTAL	90.1 (15,972)	4.1 (725)	0.1 (14)	0.9 (168)	0.7 (121)	0.1 (18)	0.0 (3)	0.7 (121)	0.1 (14)	0.2 (31)	0.0 (8)	3.0 (527)	100.0(17,722)

Of those who had responded "Oriental" to the standard item, 85 percent checked only "Oriental" on the followup; for the revised item, approximately 91 percent were similarly consistent.

The reliability of the "American Indian" response is extremely low, whatever the format of the item, although the revised item seems superior to the standard one, primarily because the other response categories were reworded. Of those who responded "American Indian" on the standard item, only 6 percent checked only "American Indian" on the followup; fully two-thirds responded with only "White/Caucasian," and 14 percent checked both "American Indian" and "White/Caucasian." Of those responding "American Indian" on the revised item, more than one-third (37 percent) responded with only "American Indian" on the followup,and more than one-fourth responded both "White/Caucasian" and "American Indian." The proportion who responded only "White/Caucasian" on the followup dropped substantially to 15 percent. On both the standard and revised versions, an additional 7 to 8 percent made other multiple responses to the followup. In conclusion, none of the three versions seem to define American Indians within a larger sample in a way which is satisfactory for purposes of studying this subgroup.

Of those who responded "other" on the standard form, four-fifths (79 percent) indicated only "White/Caucasian" in the followup; with the revised form, less than two-fifths (36 percent) indicated on the followup that they were only "White/Caucasian." For the most part, the remaining students who had checked "other" indicated that they were "Spanish-American/ Mexican-American" or some other combination of the racial-ethnic followup response categories.

Conclusion

Statisticians and behavioral scientists engaged in small-scale research have for some time given attention to the problems of reliability and measurement error. However, while survey researchers and opinion analysts have not entirely ignored the subject, thorough consideration is typically not given to these problems in large scale survey research. An example of the need for attention to such matters is exemplified in the problems of the construction of an item for self-report of race. First, there is the simple definitional problem; for example, some respondents will not be familiar with the term "Caucasian" and may respond with either "other" or, less frequently, "American Indian." A second difficulty arises from the changing connotation of terms; for example, the cultural implications of the term "Negro" have changed dramatically in the last few years.

A third problem is that different respondents attach different meanings to racial categories.[4] Apparently, a number of those who say that they are of "other" racial backgrounds are actually whites with strong ethnic identification (often Latin American), or, less frequently, with mixed racial ancestry. Apparently, blacks of mixed ancestry have little difficulty in responding to a forced-choice race item, however. Even when given the opportunity in a multi-response race item, extremely few indicate that they are of mixed ancestry, a finding that may be attributable to emerging black identity or to the strong definition of "black" assigned by our society, or both.

---

[4] A current nonsignificant aspect of this problem for the research program under consideration is in regard to the rejection by some individuals of any less-than-universal racial identification, or an element of respondent facetiousness which would also produce multiple response to any racial/ethnic item. Nevertheless, there is some indication of a possible growing trend in such directions which should be recognized in future research endeavors, particularly in those survey programs which include bright young adult subjects who are liberal or radical.

In contrast, persons who are partly American Indian will often indicate their mixed racial background when given the opportunity. Indeed, some respondents will give their race as "American Indian" although they are culturally defined as white. Apparently, Indian ancestry, even when several generations in the past, is often a source of pride. Consequently, highly unreliable results are obtained in regard to actual numbers of American Indian participants in large-scale survey research.

In conclusion, semantic difficulties and cultural changes require continuing alterations in questions employed to identify a respondents' race in survey research. Pride in one's heterogeneous racial background, and individuals' confusion of ethnic and racial background, likewise contribute to increased statistical unreliability from standard race items. As a result of these considerations, the CIRP instrument which is currently used phrases the item in the following way:

Are you: (Mark all that apply)

- 0 White/Caucasian
- 0 Black/Negro/Afro-American
- 0 American Indian
- 0 Oriental
- 0 Mexican American/Chicano
- 0 Puerto Rican-American
- 0 Other

This item, because it offers the respondent a chance to check more than one response category, does of course make for some problems in data processing. But the results of the 1969 followup and recent CIRP surveys of college freshmen suggest that only a small proportion of respondents (about 2 to 4 percent of students) will check two or more categories.

Of course, the new CIRP item is no panacea, nor is it a "recommended" form for all survey research. No ultimate "standard" wording can be devised for a racial-ethnic item; much depends on the objectives of the

research. Other ethnic categories may be required, tribal identity may be essential for valid survey data on American Indians, and more reliable detail on racial-ethnic ancestry might necessitate that the respondent indicate the appropriate category for each parent (and perhaps, each of the four grandparents). Nevertheless, it is clear from the analyses reported here that the more or less "standard" form of a racial-ethnic item which has been employed during past years should now be abandoned. At least, those attempting to understand or use analytical results based on racial comparisons must be aware of the possible effects of the way in which the response data were gathered.

Appendix E

Characteristics of Selected Racial/Ethnic Groups
(Unweighted Distributions)

Appendix E

In the 1971 CIRP survey, participating students were left free to check as many of the seven categories of racial/ethnic identity as they wished. While most checked only one category, the resulting percentage distribution on this survey item consequently sums to somewhat over 100 percent. In the weighted normative tabulations based on the full sample of 171,509 freshmen entering all 326 institutions, the following distribution is reported (ACE, 1971: 39):

White/Caucasian	91.4%
Black/Negro/Afro-American	6.3%
American Indian	0.9%
Oriental	0.5%
Mexican-American/Chicano	1.1%
Puerto Rican-American	0.2%
Other	1.2%

Compared to other sources, these estimates of proportionate distributions of minority enrollments tend to be relatively low. In a Higher Education Panel (HEP) survey of administrators at a representative national sample of 409 institutions, for example (Astin, Blandford, Mahn, 1972), an estimated 9.0 percent of 1971 freshmen were reported to be black, and 4.2 percent were reported as "other minorities" (including Orientals, American Indians, and Spanish-surnamed Americans). Comparisons of these two sets of figures suggest some possible "head-count" underrepresentation of most minorities[1] in the CIRP, perhaps due to slightly higher rates of non-participation of minority students at many institutions participating in the freshman survey. On the other hand, it is generally believed that various pressures on institutional administrators may lead them to tend to over-report minority enrollments in the HEP survey. Consequently, the actual proportion of 1971 freshmen who are minority group members probably lies between these two sets of estimates.

---

[1] An exception is American Indians. See Appendix D.

Table E1

Number of Students, by Race and Sex,
Used in Computing Distributions

	Black/ Negro/ Afro-American		Oriental		Spanish						Native American			
					Mexican-American/ Chicano		Puerto Rican-American		Total, Either or Both		American Indian Only		American Indian Mixed	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Men	6,157	45.6	704	58.2	655	53.8	297	63.9	930	56.6	118	52.4	652	51.7
Women	7,352	54.4	505	41.8	563	46.2	168	36.1	712	43.4	107	47.6	609	48.3
Total	13,509	100.0	1,209	100.0	1,218	100.0	465	100.0	1,642	100.0	225	100.0	1,261	100.0

Inasmuch as the distribution of minorities is subject to error, and the actual numbers of students in minority categories other than black are too small to provide stable normative estimates, weights were not applied to tabulations for Spanish-Americans, Orientals, and Native Americans. However, unweighted distributions are provided in the following pages, subject to the limitation that they are not generalizable beyond those students from the 326 CIRP sample institutions who chose to participate and returned a Student Information Form.

Of the 171,509 freshmen who participated in the 1971 CIRP, the actual number designating selected racial/ethnic identities, by sex, is shown in Table E1. For comparative purposes, the unweighted distributions of all blacks on file are also reported. Because of the difficulty with the racial/ethnic item in respect to American Indians (see Appendix D), those who designated this identity and no other are tabulated separately. In all other cases, those who indicated any minority racial/ethnic category, separately or in combination with others, are included in the tabulations for each minority group which they checked.[2]

[2]Of course, those who checked both "Mexican-American/Chicano" and "Puerto Rican-American" are counted only once in the total for all Spanish-Americans. Consequently, the N for the latter is less than the sum of the former in Table E1.

Unweighted Distribution of Student Information Form Items for 1971 Freshman Participants Designating Selected Racial-Ethnic Identities: Both Sexes

UNWEIGHTED DISTRIBUTION OF STUDENT INFORMATION FORM ITEMS FOR 1971
FRESHMEN PARTICIPANTS DESIGNATING SELECTED
RACIAL-ETHNIC IDENTITIES BOTH SEXES

ITEM	BLACK/NEGRO/ AFRO-AMERICAN (N=13,509)	ORIENTAL (N=1,209)	SPANISH			NATIVE AMERICAN	
			MEXICAN-AMERICAN/ CHICANO (N=1,218)	PUERTO RICAN-AMERICAN (N=465)	TOTAL, EITHER OR BOTH (N=1,642)	AMERICAN INDIAN ONLY (N=225)	AMERICAN INDIAN MIXED (N=1,261)
AGE BY DECEMBER 31, 1971							
16 OR YOUNGER	.2	.6	.1	.6	.2	.4	.4
17	7.7	7.6	3.4	5.4	3.9	3.1	6.0
18	64.7	60.6	52.3	61.3	54.6	60.0	72.2
19	18.2	18.7	30.9	22.5	29.0	23.6	16.0
20	3.4	6.1	7.3	5.0	6.6	4.9	2.2
21	1.0	2.7	1.6	.4	1.3	1.8	.6
22-25	2.8	2.8	3.5	3.7	3.5	3.6	1.4
26 OR OLDER	2.0	.9	1.0	1.1	1.0	2.7	1.3
FATHER'S EDUCATION							
GRAMMAR SCHOOL OR LESS	20.6	9.5	50.8	31.4	46.4	17.8	8.8
SOME HIGH SCHOOL	28.2	13.9	18.9	21.8	19.9	27.2	15.5
HIGH SCHOOL GRADUATE	26.2	24.0	12.9	20.3	14.7	28.2	26.2
SOME COLLEGE	11.5	13.5	7.3	7.6	7.1	13.1	17.1
COLLEGE DEGREE	8.3	21.0	5.8	11.1	7.0	7.5	19.2
POSTGRADUATE DEGREE	5.2	18.1	4.4	7.8	4.8	6.1	13.2
MOTHER'S EDUCATION							
GRAMMAR SCHOOL OR LESS	9.9	16.9	47.0	31.8	43.6	16.0	4.7
SOME HIGH SCHOOL	28.0	10.6	21.4	19.6	21.3	24.4	15.0
HIGH SCHOOL GRADUATE	33.4	36.0	18.9	22.9	19.9	34.3	36.9
SOME COLLEGE	13.7	14.5	7.3	11.1	7.8	16.4	21.1
COLLEGE DEGREE	10.2	15.6	4.1	12.0	5.8	6.6	16.9
POSTGRADUATE DEGREE	4.8	6.3	1.4	2.7	1.6	2.3	5.4
RACIAL BACKGROUND (1)							
WHITE/CAUCASIAN	1.0	14.1	13.5	21.5	14.1	.0	89.1
BLACK/NEGRO/AFRO-AMERICAN	100.0	4.7	3.5	9.5	3.3	.0	16.4
AMERICAN INDIAN	1.5	3.9	5.3	9.0	4.4	100.0	100.0
ORIENTAL	.4	100.0	3.4	8.0	2.7	.0	3.7
MEXICAN-AMERICAN/CHICANO	.3	3.4	100.0	8.8	74.2	.0	5.1
PUERTO RICAN-AMERICAN	.3	3.1	3.4	100.0	28.3	.0	3.3
OTHER	.7	5.0	3.5	10.1	3.5	.0	17.6
ESTIMATED PARENTAL INCOME							
LESS THAN $4,000	22.9	10.8	24.8	18.4	23.1	26.3	7.0
$4,000 - $5,999	19.5	9.6	19.9	21.2	20.6	12.7	7.7
$6,000 - $7,999	15.8	10.5	15.0	17.9	15.9	17.1	10.3
$8,000 - $9,999	12.1	11.2	12.7	9.9	12.1	7.8	10.7
$10,000 - $12,499	10.7	14.2	11.5	8.5	10.8	10.2	15.7
$12,500 - $14,999	6.8	9.1	5.3	7.8	6.0	8.8	13.1
$15,000 - $19,999	6.1	12.8	4.7	5.4	4.7	7.8	15.1
$20,000 - $24,999	2.9	9.4	2.5	3.8	2.5	3.4	8.2
$25,000 - $29,999	1.3	4.3	.9	2.6	1.3	2.9	3.6
$30,000 - $34,999	.8	2.0	.6	1.6	.9	.0	3.1
$35,000 - $39,999	.4	1.5	.2	.5	.3	.0	1.2
$40,000 OR MORE	.8	4.6	1.9	2.6	1.9	2.9	4.3

UNWEIGHTED DISTRIBUTION OF STUDENT INFORMATION FORM ITEMS FOR 1971
FRESHMEN PARTICIPANTS DESIGNATING SELECTED
RACIAL-ETHNIC IDENTITIES BOTH SEXES

ITEM	BLACK/NEGRO/ AFRO-AMERICAN	ORIENTAL	SPANISH			NATIVE AMERICAN	
			MEXICAN-AMERICAN/ CHICANO	PUERTO RICAN-AMERICAN	TOTAL, EITHER OR BOTH	AMERICAN INDIAN ONLY	AMERICAN INDIAN MIXED
RELIGION REARED							
PROTESTANT	44.7	38.1	9.2	15.5	10.3	41.1	59.7
ROMAN CATHOLIC	9.4	18.0	85.6	75.9	84.0	27.7	23.2
JEWISH	.2	1.1	.3	1.2	.4	1.0	.7
OTHER	41.8	20.3	3.3	3.5	3.3	23.3	10.6
NONE	3.8	22.4	1.8	3.9	2.1	6.9	5.8
RELIGIOUS PREFERENCE							
PROTESTANT	37.7	28.8	7.8	10.6	8.2	30.7	39.2
ROMAN CATHOLIC	8.4	14.8	75.5	59.4	72.3	21.8	16.4
JEWISH	.2	.7	.5	.9	.6	.5	.9
OTHER	41.2	18.2	5.4	9.4	6.1	32.2	18.2
NONE	12.5	37.6	10.7	19.7	12.7	14.9	25.2
FATHER'S OCCUPATION (2)							
ARTIST (INCL PERFORMER)	.7	1.1	.3	.5	.3	1.0	1.5
BUSINESSMAN	8.1	35.4	12.5	17.2	13.3	13.0	25.3
CLERGYMAN	1.9	.4	.7	.5	.7	1.0	1.6
COLLEGE TEACHER	.7	2.5	.7	1.0	.6	1.0	1.4
DOCTOR (M.D. OR D.D.S.)	.9	5.4	.7	3.3	1.4	.5	2.4
EDUCATOR (SECONDARY)	3.0	1.2	1.0	.8	.9	2.1	2.9
ELEMENTARY TEACHER	.7	.7	.2	.3	.2	1.0	.3
ENGINEER	2.4	7.9	2.6	3.3	2.9	2.1	6.8
FARMER OR FORESTER	4.5	2.3	7.6	1.5	6.0	11.9	4.0
HEALTH PROFESSIONAL (NON-M.D.)	1.2	1.4	.1	.5	.2	2.6	1.4
LAWYER	.4	1.3	.8	1.0	.7	1.6	1.5
MILITARY CAREER	2.7	4.2	.9	2.5	1.4	.5	3.5
RESEARCH SCIENTIST	.2	2.1	.5	.8	.4	.0	1.5
SKILLED WORKER	13.1	5.4	11.5	7.8	10.7	13.5	13.5
SEMI-SKILLED WORKER	16.3	5.0	18.3	12.7	17.1	8.8	7.8
UNSKILLED WORKER	14.5	2.3	17.0	16.7	17.3	9.3	3.8
UNEMPLOYED	4.1	1.1	3.5	3.5	3.5	4.1	1.0
OTHER	24.6	20.2	21.2	26.1	22.4	25.9	19.7
VETERAN							
NO	97.4	98.9	98.2	95.8	96.1	96.8	98.1
YES, SERVED IN SOUTHEAST ASIA	1.4	.7	2.2	1.3	1.9	2.3	.6
YES, DID NOT SERVE IN SE ASIA	1.2	.4	1.6	2.9	1.9	.9	1.3
MARITAL STATUS **							
PRESENTLY MARRIED	3.4	1.1	4.0	2.9	3.7	5.9	2.7
NOT MARRIED	96.6	98.9	96.0	97.1	96.3	94.1	97.3
DISTANCE FROM HOME TO COLLEGE							
5 MILES OR LESS	13.4	11.6	19.3	14.6	18.2	11.8	7.2
6-10 MILES	9.3	7.1	11.8	14.1	12.6	7.2	9.4
11-50 MILES	18.0	16.1	35.7	25.8	33.3	17.2	21.3
51-100 MILES	14.5	7.6	6.5	8.1	6.9	18.6	15.4
101-500 MILES	29.5	22.3	15.8	21.5	17.1	32.1	30.7
MORE THAN 500 MILES	15.3	35.2	10.8	15.9	11.9	13.1	16.1

UNWEIGHTED DISTRIBUTION OF STUDENT INFORMATION FORM ITEMS FOR 1971
FRESHMEN PARTICIPANTS DESIGNATING SELECTED
RACIAL-ETHNIC IDENTITIES BOTH SEXES

ITEM	BLACK/NEGRO/ AFRO-AMERICAN	ORIENTAL	SPANISH			NATIVE AMERICAN	
			MEXICAN-AMERICAN/ CHICANO	PUERTO RICAN-AMERICAN	TOTAL, EITHER OR BOTH	AMERICAN INDIAN ONLY	AMERICAN INDIAN MIXED
AVERAGE GRADE IN HIGH SCHOOL							
A OR A+	2.2	14.8	4.1	4.3	4.1	4.6	7.3
A-	5.8	20.2	9.4	9.6	9.5	7.3	11.7
B+	15.9	24.2	17.8	23.5	19.2	11.5	20.6
B	25.0	21.8	22.9	30.6	25.0	25.2	25.7
B-	17.1	8.6	15.1	15.3	15.2	16.1	14.7
C+	19.9	6.9	15.6	8.7	13.9	19.7	11.7
C	13.3	2.9	14.1	7.3	12.4	14.2	7.5
D	.7	.6	.9	.7	.7	1.4	.8
RANK IN HIGH SCHOOL CLASS							
TOP QUARTER	34.0	66.6	36.1	41.3	37.2	29.8	51.6
SECOND QUARTER	32.6	22.2	26.3	28.1	26.9	32.6	29.3
THIRD QUARTER	28.3	9.1	27.8	24.8	27.2	29.8	15.6
FOURTH QUARTER	5.1	2.1	9.8	5.9	8.7	7.9	3.4
SECONDARY SCHOOL ACHIEVEMENTS							
PRESIDENT STUDENT ORGANIZATION	26.4	25.5	19.6	20.2	19.7	23.6	25.3
HIGH RATING STATE MUSIC CONTEST	10.3	8.9	7.0	5.6	6.2	8.0	15.1
STATE/REGIONAL SPEECH CONTEST	6.4	7.4	4.8	6.9	5.1	4.9	5.6
MAJOR PART IN A PLAY	21.5	9.6	10.5	15.5	11.3	19.1	24.0
VARSITY LETTER (SPORTS)	31.7	26.5	30.3	29.0	30.0	38.2	32.8
AWARD IN ART COMPETITION	6.1	10.0	6.7	6.9	6.5	9.8	9.9
EDITOR OF SCHOOL PAPER	12.7	18.1	9.4	12.9	10.1	15.1	14.6
ORIGINAL WRITING PUBLISHED	15.8	20.3	14.0	18.9	14.7	14.7	27.8
NSF SUMMER PROGRAM	1.6	3.6	1.2	1.3	1.0	1.3	1.7
STATE/REGIONAL SCIENCE PROGRAM	3.2	2.6	1.3	2.2	1.4	1.8	3.1
SCHOLASTIC HONOR SOCIETY	23.1	41.5	23.5	23.9	23.5	21.8	29.3
NATIONAL MERIT RECOGNITION	11.7	11.1	4.9	9.2	5.7	7.6	14.8
YEAR FINISH SECONDARY SCHOOL **							
GRADUATED IN 1971	87.0	86.9	88.4	88.6	88.5	84.5	91.9
DID NOT GRADUATE IN 1971	13.0	13.1	11.6	11.4	11.5	15.5	8.1
HIGHEST DEGREE PLANNED							
NONE	6.2	5.4	9.1	7.3	8.4	7.9	5.4
ASSOCIATE (OR EQUIVALENT)	2.7	1.5	10.7	7.1	9.9	5.1	4.6
BACHELOR'S (B.A., B.S.)	25.7	19.5	35.1	27.4	33.4	39.1	28.4
MASTER'S (M.A., M.S.)	38.3	33.8	24.5	28.1	25.8	22.3	30.0
PH.D. OR ED.D.	15.8	22.7	8.4	11.9	9.0	8.4	15.4
M.D., D.O., D.D.S., OR D.V.M.	4.6	11.2	3.5	8.7	4.9	6.0	7.3
LL.B. OR J.D. (LAW)	4.7	3.9	4.5	5.7	4.7	4.2	4.9
B.D. (DIVINITY)	.3	.0	.5	.7	.6	.0	.7
OTHER	1.8	2.0	3.7	3.2	3.4	7.0	3.4
CONCERN ABOUT FINANCING COLLEGE							
NO CONCERN	18.9	25.0	19.8	18.6	19.6	24.5	24.7
SOME CONCERN	55.3	61.1	57.1	56.6	57.1	56.4	58.5
MAJOR CONCERN	25.9	13.9	23.1	24.9	23.3	19.1	16.8

UNWEIGHTED DISTRIBUTION OF STUDENT INFORMATION FORM ITEMS FOR 1971
FRESHMEN PARTICIPANTS DESIGNATING SELECTED
RACIAL-ETHNIC IDENTITIES: BOTH SEXES

ITEM	BLACK/NEGRO/ AFRO-AMERICAN	ORIENTAL	SPANISH			NATIVE AMERICAN	
			MEXICAN-AMERICAN/ CHICANO	PUERTO RICAN-AMERICAN	TOTAL, EITHER OR BOTH	AMERICAN INDIAN ONLY	AMERICAN INDIAN MIXED
MAJOR SOURCES OF FINANCIAL SUPPORT FOR COLLEGE (1)							
PART-TIME OR SUMMER WORK	20.9	22.5	34.0	20.6	30.5	17.8	24.1
SAVINGS FROM FULL-TIME EMPLOY	8.3	6.2	9.9	5.8	8.7	7.1	7.3
PARENTAL OR FAMILY AID OR GIFTS	34.9	59.1	25.4	34.8	27.4	28.0	53.8
PARENT'S MILITARY SERVICE	2.7	1.2	2.0	1.7	1.9	3.1	3.1
PERSONAL MILITARY SERVICE	2.5	.8	3.4	2.4	3.2	2.7	1.5
SCHOLARSHIPS AND GRANTS	42.8	35.2	44.3	42.4	44.3	52.9	32.4
LOANS-NDEA/GOV'T INSURED/COLLEGE	30.6	13.8	27.5	20.4	25.8	13.3	19.1
OTHER REPAYABLE LOANS	12.1	5.0	7.8	7.3	7.6	6.7	7.5
PROBABLE MAJOR FIELD OF STUDY(2)							
AGRICULTURE (INCL FORESTRY)	.4	.4	1.4	1.3	1.4	2.5	2.6
BIOLOGICAL SCIENCES	3.1	6.1	2.6	5.6	3.4	3.5	4.9
BUSINESS	17.9	7.8	16.2	10.5	15.0	12.6	6.6
EDUCATION	11.4	4.4	12.8	6.6	11.4	11.1	8.3
ENGINEERING	4.3	17.2	6.8	7.9	7.2	8.6	5.6
ENGLISH	2.3	1.9	2.2	1.8	2.1	.5	2.9
HEALTH PROFESSIONS (NON-M.D.)	8.6	7.3	6.9	4.1	6.3	11.1	5.8
HISTORY, POLITICAL SCIENCE	6.5	2.5	5.7	6.1	5.8	2.0	5.9
HUMANITIES (OTHER)	2.1	2.1	6.2	5.1	5.9	2.0	5.0
FINE ARTS	8.2	7.3	8.1	8.2	7.8	10.6	12.9
MATHEMATICS OR STATISTICS	2.6	4.9	2.2	1.8	2.0	1.5	3.8
PHYSICAL SCIENCES	1.5	5.3	1.5	1.5	1.4	.5	2.9
PRE-PROFESSIONAL	9.1	13.7	9.0	15.6	10.6	10.6	11.7
SOCIAL SCIENCES	15.6	10.8	10.9	15.6	11.9	13.1	11.9
OTHER FIELDS (TECHNICAL)	3.0	4.1	3.2	3.8	3.3	6.1	4.8
OTHER FIELDS (NONTECHNICAL)	2.2	2.1	1.8	1.8	1.8	3.5	2.5
UNDECIDED	1.0	2.2	2.7	2.8	2.7	.0	2.0
PROBABLE CAREER OCCUPATION (2)							
ARTIST (INCL PERFORMER)	6.9	5.3	4.6	5.1	4.6	7.0	9.8
BUSINESSMAN	13.0	7.9	6.7	5.6	6.5	7.0	4.7
CLERGYMAN	.3	.0	.6	1.1	.7	.0	1.5
COLLEGE TEACHER	1.7	2.5	1.2	1.1	1.1	1.1	1.2
DOCTOR (M.D. OR D.D.S.)	5.6	11.5	4.1	9.3	5.6	4.8	5.8
EDUCATOR (SECONDARY)	9.4	4.4	10.8	7.4	10.0	7.5	9.3
ELEMENTARY TEACHER	7.4	2.4	10.0	3.5	8.4	7.0	5.6
ENGINEER	3.9	13.9	4.9	6.4	5.3	4.8	4.0
FARMER OR FORESTER	.2	.8	1.8	2.4	1.7	2.7	3.2
HEALTH PROFESSIONAL (NON-M.D.)	4.8	7.0	3.6	3.5	3.6	8.0	5.7
LAWYER	6.9	3.6	5.7	6.9	5.9	5.9	6.1
NURSE	4.6	1.2	3.2	2.1	3.0	4.8	2.5
RESEARCH SCIENTIST	1.9	7.7	1.8	2.7	2.0	.0	4.6
OTHER	24.9	17.2	28.2	29.0	28.3	29.9	23.0
UNDECIDED	8.4	14.6	12.9	14.1	13.2	9.6	12.9

UNWEIGHTED DISTRIBUTION OF STUDENT INFORMATION FORM ITEMS FOR 1971
FRESHMEN PARTICIPANTS DESIGNATING SELECTED
RACIAL-ETHNIC IDENTITIES. BOTH SEXES

ITEM	BLACK/NEGRO/ AFRO-AMERICAN	ORIENTAL	SPANISH			NATIVE AMERICAN	
			MEXICAN-AMERICAN/ CHICANO	PUERTO RICAN-AMERICAN	TOTAL, EITHER OR BOTH	AMERICAN INDIAN ONLY	AMERICAN INDIAN MIXED
REASONS NOTED AS VERY IMPORTANT IN DECIDING TO GO TO COLLEGE **							
PARENTS WANTED ME TO GO	37.7	29.4	34.3	28.9	33.4	28.4	23.5
CONTRIBUTE MORE TO MY COMMUNITY	40.6	27.2	35.3	37.6	36.1	31.9	24.1
GET A BETTER JOB	85.0	63.0	77.3	69.0	76.1	75.0	61.7
GAIN A GENERAL EDUCATION	67.5	69.8	67.7	70.8	68.4	57.7	60.6
IMPROVE READING/STUDY SKILLS	42.9	28.7	41.5	33.5	39.7	30.8	20.0
NOTHING BETTER TO DO	4.1	4.2	3.7	4.6	3.6	7.1	3.2
BECOME MORE CULTURED	46.8	40.6	43.9	43.0	43.9	36.1	28.1
MAKE MORE MONEY	85.2	38.8	53.5	46.8	52.4	55.0	41.8
LEARN MORE ABOUT MY INTERESTS	72.4	75.2	72.8	74.2	73.4	74.1	76.1
MEET NEW/INTERESTING PEOPLE	46.2	51.4	45.8	44.3	45.7	42.3	45.5
PREPARE FOR GRAD OR PROF SCHOOL	57.3	51.9	48.7	45.0	48.2	40.3	40.5
REASONS NOTED AS VERY IMPORTANT IN SELECTING THIS COLLEGE **							
RELATIVES WANTED ME TO GO	11.8	9.0	13.3	7.8	11.8	8.0	8.1
COLLEGE HAS A GOOD REPUTATION	41.9	40.4	39.2	35.5	38.4	40.8	40.4
MOST FRIENDS GOING TO THIS COL	4.7	2.1	9.4	3.0	7.8	5.2	3.2
LOW TUITION	13.7	10.8	20.0	13.4	18.2	9.4	14.5
ADVICE OF SOMEONE WHO ATTENDED	16.5	15.9	19.9	11.4	18.0	20.1	15.2
SPECIAL EDUC PROGRAM OFFERED	36.8	35.7	32.3	46.3	36.1	39.9	37.1
NOT ACCEPTED ANYWHERE ELSE	2.7	3.8	2.8	3.0	2.7	2.8	2.6
ADVICE OF GUIDANCE COUNSELOR	10.1	9.7	9.8	12.1	10.4	11.9	6.5
WANTED TO LIVE AT HOME	10.9	7.2	21.3	10.0	18.4	12.3	7.8
NEED FOR SPECIAL HELP IN (1) **							
ENGLISH	21.6	34.4	31.0	27.7	30.3	28.9	15.8
READING	12.8	23.3	14.4	20.6	16.1	11.6	10.3
MATHEMATICS	55.6	25.1	47.2	48.6	48.0	52.4	38.1
SOCIAL STUDIES	6.5	8.1	9.9	8.2	9.3	8.4	4.8
SCIENCE	29.3	22.5	32.9	28.8	31.8	29.3	22.8
FOREIGN LANGUAGE	34.7	25.1	13.8	11.8	12.9	28.4	29.8
AGREE STRONGLY OR SOMEWHAT							
GOV'T NOT CONTROLLING POLLUTION	88.9	88.8	86.4	89.1	87.1	87.4	92.5
GOV'T NOT PROTECTING CONSUMER	80.6	76.3	73.1	77.1	73.9	80.2	79.5
GOV'T NOT DESEGREGATING QUICKLY	72.3	60.2	61.8	65.5	62.4	62.0	55.8
TOO MANY RIGHTS FOR CRIMINALS	32.5	49.6	48.8	36.8	46.2	45.7	41.1
SHOULD ABOLISH DEATH PENALTY	68.3	58.5	54.7	57.8	55.2	52.1	63.0
WOMEN'S ACTIVITIES BEST IN HOME	47.0	32.5	48.8	47.1	48.8	47.3	36.3
BARELY COMMUNICATE WITH PARENTS	20.3	24.1	21.7	24.3	22.3	21.5	23.2
SHOULD LEGALIZE MARIJUANA	35.6	38.8	31.3	39.2	32.7	39.6	49.0
SHOULD DISCOURAGE LARGE FAMILIES	45.3	71.6	57.1	52.4	55.7	62.3	73.6
WOMEN SHOULD GET JOB EQUALITY	87.4	88.3	82.7	87.9	84.0	80.5	91.5
ALL SHOULD GET COL OPPORTUNITY	82.9	73.8	80.9	78.7	80.6	84.5	66.4
CAN DO LITTLE TO CHANGE SOCIETY	46.4	51.2	46.0	46.4	45.9	48.2	40.0

UNWEIGHTED DISTRIBUTION OF STUDENT INFORMATION FORM ITEMS FOR 1971
FRESHMEN PARTICIPANTS DESIGNATING SELECTED
RACIAL/ETHNIC IDENTITIES BOTH SEXES

ITEM	BLACK/NEGRO/ AFRO-AMERICAN	ORIENTAL	SPANISH			NATIVE AMERICAN	
			MEXICAN-AMERICAN/ CHICANO	PUERTO RICAN-AMERICAN	TOTAL EITHER OR BOTH	AMERICAN INDIAN ONLY	AMERICAN INDIAN MIXED
AGREE STRONGLY OR SOMEWHAT							
COL REGULATE STUDENTS OFF CAMPUS	24.5	22.5	21.6	16.0	20.2	23.7	11.0
BENEFIT OF COLLEGE IS MONETARY	69.4	52.7	63.4	51.6	60.7	68.5	49.8
STUDENTS HELP EVALUATE FACULTY	72.9	83.1	73.4	73.0	73.1	74.0	78.6
ABOLISH COLLEGE GRADES	38.2	44.6	40.5	36.3	38.9	46.9	45.6
DE-EMPHASIZE ORGANIZED SPORTS	23.8	37.4	30.5	27.2	29.0	30.1	34.7
REGULATE STUDENT PUBLICATIONS	41.9	26.5	35.1	28.3	33.8	32.7	25.5
COLLEGE HAS RIGHT TO BAN SPEAKER	23.5	24.7	29.3	20.8	27.2	24.2	22.5
GIVE DISADVANTAGED PREF TRTMNT	65.9	55.5	62.7	59.2	61.9	49.5	38.4
COL TOO LAX ON STUDENT PROTEST	34.7	43.0	47.9	41.5	46.6	44.3	39.8
ADOPT OPEN ADMISSIONS AT PUB COL	50.2	40.1	54.1	52.2	53.9	43.9	37.3
USE SAME DEGREE STANDARD FOR ALL	73.5	81.6	76.6	76.7	76.8	73.9	78.2
CURRENT POLITICAL PREFERENCE							
FAR LEFT	7.1	3.3	4.2	7.8	4.7	6.3	7.5
LIBERAL	41.9	38.9	36.3	34.0	35.6	35.0	45.1
MIDDLE-OF-THE-ROAD	38.0	45.9	46.9	44.7	46.7	45.6	35.3
CONSERVATIVE	11.1	10.6	11.5	11.9	11.6	11.2	11.6
FAR RIGHT	1.8	1.2	1.1	1.7	1.3	1.9	.4
OBJECTIVES CONSIDERED TO BE ESSENTIAL OR VERY IMPORTANT							
ACHIEVE IN A PERFORMING ART	15.6	12.6	11.9	12.6	11.7	12.5	19.9
BE AN AUTHORITY IN MY FIELD	72.3	59.5	60.4	62.8	61.1	63.0	64.6
OBTAIN RECOGNITION FROM PEERS	51.6	40.7	37.5	43.0	39.3	39.8	37.7
INFLUENCE POLITICAL STRUCTURE	23.1	15.1	18.6	18.5	17.9	16.8	21.6
INFLUENCE SOCIAL VALUES	39.4	28.2	32.1	36.5	32.7	25.2	35.7
RAISE A FAMILY	54.7	50.4	54.0	62.2	56.7	56.9	56.0
HAVE ACTIVE SOCIAL LIFE	54.5	41.9	50.9	55.1	52.6	52.3	45.5
HAVE FRIENDS DIFFERENT FROM ME	56.3	63.7	62.3	68.3	64.1	59.8	63.8
BE AN EXPERT IN FINANCE	22.2	16.5	19.4	11.5	17.3	15.4	9.7
BE ADMINISTRATIVELY RESPONSIBLE	28.9	24.1	25.5	22.7	24.9	20.7	16.5
BE VERY WELL-OFF FINANCIALLY	53.8	44.7	45.5	44.7	45.7	45.4	34.2
HELP OTHERS IN DIFFICULTY	72.2	66.0	69.0	73.3	70.3	63.7	67.6
PARTICIPATE IN PEACE CORPS/VISTA	16.8	18.2	19.3	20.1	19.2	17.7	23.2
BECOME A COMMUNITY LEADER	26.9	11.6	19.0	22.1	19.7	17.8	15.7
CONTRIBUTE TO SCIENTIFIC THEORY	12.0	23.6	9.1	15.0	10.6	9.9	11.6
WRITE ORIGINAL WORKS	15.4	16.7	12.7	14.6	12.7	17.3	27.8
NEVER BE OBLIGATED TO PEOPLE	29.7	27.2	21.7	24.7	22.3	25.1	26.0
CREATE WORKS OF ART	13.3	21.2	15.2	16.2	15.0	19.4	24.2
KEEP UP WITH POLITICAL AFFAIRS	44.0	39.1	41.2	37.2	39.6	35.2	47.8
SUCCEED IN MY OWN BUSINESS	50.9	46.2	45.0	40.6	44.2	45.1	37.4
HELP CLEAN UP ENVIRONMENT	38.5	41.4	39.5	44.1	40.3	39.2	48.4
DEVELOP A PHILOSOPHY OF LIFE	69.2	70.2	60.9	65.3	62.0	65.1	77.2
PARTICIPATE IN COMMUNITY ACTION	41.8	25.7	33.4	36.2	34.0	29.9	33.2
MARRY WITHIN NEXT 5 YEARS	28.4	15.1	26.8	30.2	28.0	30.7	24.6

UNWEIGHTED DISTRIBUTION OF STUDENT INFORMATION FORM ITEMS FOR 1971
FRESHMEN PARTICIPANTS DESIGNATING SELECTED
RACIAL-ETHNIC IDENTITIES: BOTH SEXES

ITEM	BLACK/NEGRO/ AFRO-AMERICAN	ORIENTAL	SPANISH			NATIVE AMERICAN	
			MEXICAN AMERICAN/ CHICANO	PUERTO RICAN AMERICAN	TOTAL OTHER OR BOTH	AMERICAN INDIAN ONLY	AMERICAN INDIAN MIXED
SELF RATINGS OF BETTER THAN 'AVERAGE' ON PERSONAL TRAITS							
ACADEMIC ABILITY	32.5	70.3	38.5	36.9	37.2	33.6	65.9
ATHLETIC ABILITY	33.5	31.8	30.3	32.7	30.8	38.8	37.7
ARTISTIC ABILITY	13.5	27.7	17.5	18.6	17.2	19.1	28.9
CHEERFULNESS	57.5	46.9	48.4	52.3	49.1	45.6	53.1
DEFENSIVENESS	29.2	27.7	27.3	33.2	28.5	30.9	33.8
DRIVE TO ACHIEVE	62.0	61.9	54.5	56.5	55.3	51.6	58.6
LEADERSHIP ABILITY	38.0	39.8	32.0	35.9	32.6	28.1	44.4
MATHEMATICAL ABILITY	17.7	56.9	22.9	24.0	22.8	18.1	36.5
MECHANICAL ABILITY	11.8	30.2	15.1	17.7	15.5	21.2	26.6
ORIGINALITY	33.0	39.0	26.2	30.0	26.4	27.2	50.2
POLITICAL CONSERVATISM	5.1	8.8	5.5	6.1	5.5	4.2	9.2
POLITICAL LIBERALISM	22.5	26.2	21.4	23.2	21.1	20.0	37.7
POPULARITY (GENERAL)	34.8	31.6	25.3	30.7	26.5	24.8	31.9
POPULARITY WITH OPPOSITE SEX	36.9	22.1	25.0	32.2	26.6	28.4	33.3
PUBLIC SPEAKING ABILITY	22.3	18.3	16.5	18.4	16.5	18.1	31.1
SELF-CONFIDENCE (INTELLECTUAL)	38.3	47.3	32.1	35.0	32.3	32.0	51.4
SELF-CONFIDENCE (SOCIAL)	36.7	30.7	26.9	30.0	27.8	26.5	36.5
SENSITIVITY TO CRITICISM	19.5	33.9	20.1	23.1	20.6	21.6	30.6
STUBBORNNESS	25.5	35.1	31.1	28.5	29.8	30.1	53.0
UNDERSTANDING OF OTHERS	63.9	61.4	58.9	68.0	61.1	56.1	71.2
WRITING ABILITY	28.3	29.7	21.5	25.2	21.9	30.4	43.2
STUDENTS ESTIMATE CHANCES ARE VERY GOOD THAT THEY WILL							
GET MARRIED WHILE IN COLLEGE	7.8	3.4	8.0	8.7	8.2	11.9	11.4
MARRY WITHIN A YEAR AFTER COL	18.3	9.9	13.7	17.2	14.8	17.8	20.4
VOTE IN 1972 PRES ELECTION	66.6	49.3	64.7	61.2	63.6	61.4	79.7
ENLIST IN ARMED SERV BEFORE GRAD	1.4	3.2	2.5	1.6	2.2	2.3	2.5
CHANGE MAJOR FIELD	11.6	17.0	9.8	11.2	9.7	10.9	15.3
CHANGE CAREER CHOICE	10.1	16.9	9.4	11.9	9.7	8.8	14.6
FAIL ONE OR MORE COURSES	2.9	2.5	2.7	2.7	2.5	4.2	2.3
GRADUATE WITH HONORS	8.1	8.8	5.9	6.5	6.0	3.2	8.5
BE ELECTED TO A STUDENT OFFICE	4.0	1.1	2.0	3.8	2.4	2.3	2.7
JOIN SOC FRATERNITY OR SORORITY	17.8	12.3	13.1	14.5	13.5	14.2	15.6
BE ELECTED TO AN HONOR SOCIETY	4.9	6.7	3.3	3.9	3.4	1.4	6.5
MAKE AT LEAST A 'B' AVERAGE	19.7	30.5	20.4	26.9	22.2	13.3	30.2
NEED EXTRA TIME TO GET DEGREE	5.7	4.3	5.9	4.8	5.5	5.7	4.8
WORK AT OUTSIDE JOB	26.0	28.2	35.1	31.8	34.1	30.6	38.6
SEEK VOCATIONAL COUNSELING	14.6	15.8	14.1	12.3	13.4	10.4	12.9
SEEK PERSONAL COUNSELING	11.7	9.7	10.5	11.4	10.7	11.2	7.8
ENROLL IN HONORS COURSE	6.2	13.9	5.0	6.4	5.2	4.6	11.0
GET TUTORING HELP IN COURSES	19.7	8.3	10.5	15.6	11.9	10.2	8.5
AUTHOR A PUBLISHED ARTICLE	5.6	4.2	4.0	4.4	3.6	3.8	9.9
BE MORE SUCCESSFUL THAN MOST	14.1	9.2	9.4	11.8	9.9	10.7	11.8
DROP OUT TEMPORARILY	1.4	1.9	1.8	1.8	1.4	4.7	2.5
DROP OUT PERMANENTLY	.9	.9	1.2	1.6	1.0	2.3	1.5
TRANSFER TO ANOTHER COLLEGE	7.7	12.3	10.3	8.6	9.2	15.0	12.3
BE SATISFIED WITH MY COLLEGE	55.1	48.7	57.3	61.1	58.8	56.3	59.5

UNWEIGHTED DISTRIBUTION OF STUDENT INFORMATION FORM ITEMS FOR 1971
FRESHMEN PARTICIPANTS DESIGNATING SELECTED
RACIAL-ETHNIC IDENTITIES: BOTH SEXES

ITEM	BLACK/NEGRO/AFRO-AMERICAN	ORIENTAL	SPANISH			NATIVE AMERICAN	
			MEXICAN-AMERICAN/CHICANO	PUERTO RICAN-AMERICAN	TOTAL, EITHER OR BOTH	AMERICAN INDIAN ONLY	AMERICAN INDIAN MIXED
ACTIVITIES ENGAGED IN BY STUDENTS DURING THE PAST YEAR							
VOTED IN STUDENT ELECTION (3)	67.6	52.6	61.9	54.4	60.2	59.8	63.5
CAME LATE TO CLASS	63.5	53.1	54.8	52.7	53.9	57.8	61.2
PLAYED A MUSICAL INSTRUMENT	35.2	48.8	30.4	33.6	30.5	32.0	48.1
STUDIED IN THE LIBRARY (3)	38.8	35.3	32.8	29.5	31.9	38.0	37.1
CHECKED OUT A LIBRARY BOOK (3)	47.4	39.7	43.4	40.4	42.4	50.2	49.8
ARRANGED DATE FOR STUDENT	37.2	29.4	31.3	32.4	31.8	47.2	41.7
OVERSLEPT AND MISSED A CLASS	25.3	24.0	21.7	25.4	22.1	25.2	28.6
READ ABOUT RIGHTS/RESPONSIBILITY	75.8	74.1	69.2	71.5	69.8	68.8	72.3
TYPED A HOMEWORK ASSIGNMENT (3)	25.2	25.4	22.9	20.2	22.0	30.0	27.9
DISCUSSED FUTURE WITH PARENTS(3)	42.6	33.4	[illegible].2	39.7	38.0	41.9	38.4
WAS LATE WITH SCHOOL ASSIGNMENT	65.7	59.0	[illegible].8	64.6	65.9	71.1	71.5
ARGUED WITH A TEACHER IN CLASS	35.7	52.6	36.4	44.2	37.7	47.3	60.9
ATTENDED A RELIGIOUS SERVICE	88.2	66.2	84.9	78.9	83.7	80.2	79.5
DEMONSTRATED FOR RACIAL CHANGE	42.6	19.0	20.9	32.2	23.2	24.8	29.6
DEMONSTRATED FOR MILITARY CHANGE	13.5	16.0	9.9	22.5	12.4	12.4	22.3
DEMONSTRATED FOR SCHOOL CHANGE	51.0	31.4	29.4	41.1	31.8	33.6	44.5
DID EXTRA READING FOR COURSE (3)	21.3	19.6	16.1	18.2	16.4	20.3	27.1
TOOK SLEEPING PILLS	3.3	5.2	3.8	6.1	4.0	7.4	8.0
TUTORED ANOTHER STUDENT	51.4	60.8	46.5	59.4	49.8	45.1	57.3
PLAYED CHESS	22.1	54.2	29.3	38.4	31.4	31.0	47.8
READ POETRY NOT REQUIRED	68.4	61.4	56.2	62.5	57.4	63.8	75.1
TOOK A TRANQUILIZING PILL	4.6	5.1	5.0	6.3	4.8	9.7	12.4
DISCUSSED RELIGION (3)	23.0	20.6	24.5	24.3	24.4	19.6	39.1
TOOK VITAMINS	56.8	62.9	55.9	59.6	56.6	54.6	64.4
VISITED ART GALLERY OR MUSEUM	64.8	79.3	66.5	77.8	69.4	70.3	72.7
PARTICIPATED IN H.S. POL. CMPG.	48.6	33.8	34.6	32.6	33.8	38.4	45.3
PARTICIPATED IN OTHER POL.CMPG.	16.2	14.5	12.7	13.0	12.1	12.0	21.4
MISSED SCHOOL DUE TO ILLNESS (3)	4.1	3.0	4.2	3.5	3.8	5.6	5.4
SMOKED CIGARETTES (3)	10.5	7.6	7.6	15.4	9.4	21.0	17.3
DISCUSSED POLITICS (3)	19.4	20.5	19.7	23.5	19.9	19.4	34.5
DRANK BEER	46.1	42.3	47.7	53.8	49.1	67.1	58.2
DISCUSSED SPORTS (3)	46.6	30.1	37.3	39.9	38.3	45.7	38.2
READ ABOUT CIVIL RIGHTS	92.9	79.1	80.6	80.9	80.4	79.5	85.2
ASKED TEACHER FOR ADVICE (3)	34.4	25.9	24.5	26.3	24.7	31.5	30.9
HAD VOCATIONAL COUNSELING	55.5	41.2	47.8	53.0	49.2	56.2	46.0
STAYED UP ALL NIGHT	59.3	58.8	57.8	59.1	57.7	57.3	68.9

(**)
THIS ITEM IS REPORTED FOR THE FIRST TIME IN 1971. ITEMS NOT INDICATED WITH '**' ARE REPEATED OR MODIFIED QUESTIONS FROM ONE OR MORE OF THE EARLIER SURVEYS.

(1)
SINCE IT IS POSSIBLE THAT SOME STUDENTS MAY HAVE CHECKED MORE THAN ONE RESPONSE CATEGORY FOR THIS ITEM, THE PERCENTAGES MAY SUM TO MORE THAN 100.

(2)
RECATEGORIZATION OF THIS ITEM FROM A LONGER LIST IS SHOWN IN APPENDIX C OF THE 1971 NAT'L NORMS REPORT.

(3)
FREQUENTLY ONLY, ALL OTHER ITEMS FREQUENTLY PLUS OCCASIONALLY.

References

References

American Council on Education, Staff of the Office of Research. The American Freshman: National Norms for Fall 1971. ACE Research Reports, Vol. 6, No. 6. Washington: ACE, 1971.

Astin, Alexander W. Predicting Academic Performance in College. New York: Free Press, 1971.

Astin, Alexander W., Blandford, Barbara A., and Mahn, Terry. "Freshman Class Vacancies in Fall 1971 and Recent Trends in Enrollments of Minority Freshmen," Higher Education Panel Report, Survey No. 3. Washington: ACE, 1972.

Astin, Alexander W., Panos, Robert J., and Creager, John A. National Norms for Entering College Freshmen -- Fall 1966. ACE Research Reports, Vol. 2, No. 1. Washington: 1967a.

Astin, Alexander W., Panos, Robert J., and Creager, John A. Supplementary National Norms for Freshmen Entering College in 1966. ACE Research Reports, Vol. 2, No. 3. Washington, 1967b.

Bayer, Alan E. and Boruch, Robert F. The Black Student in American Colleges. ACE Research Reports, Vol. 4, No. 2. Washington: ACE, 1969.

Blumenfeld, Warren S. Selecting Talented Negro Students: Nominations Vs. Test Performance. NMSC Research Reports, Vol. 5, No. 6. Evanston, Ill.: NMSC, 1969.

Borgen, Fred H. Able Black Americans in College: Entry and Freshman Experiences. NMSC Research Reports, Vol. 6, No. 2. Evanston, Ill.: NMSC, 1970.

References (Con't.)

Borgen, Fred H. Differential Expectations? Predicting Grades for Black Students in Five Types of Colleges. NMSC Research Reports, Vol. 7, No. 2. Evanston, Ill.: NMSC, 1971.

Bowles, Frank and DeCosta, Frank A. Between Two Worlds: A Profile of Negro Higher Education. New York: McGraw-Hill, 1971.

Carnegie Commission on Higher Education. A Chance to Learn: An Action Agenda for Equal Opportunity in Higher Education. New York: McGraw-Hill, 1970.

Carnegie Commission on Higher Education. From Isolation to Mainstream: Problems of the Colleges Founded for Negroes. New York: McGraw-Hill, 1971.

Centra, John A. Black Students at Predominantly White Colleges: A Research Description. College Entrance Examination Board Research and Development Reports, RDR-69-70, No. 2. Princeton, N.J.: Educational Testing Service, 1970.

Creager, John A. General Purpose Sampling in the Domain of Higher Education. ACE Research Reports, Vol. 3, No. 2. Washington: ACE, 1968.

Creager, John A., Astin, Alexander W., Boruch, Robert F., and Bayer, Alan E. National Norms for Entering College Freshmen -- Fall 1968. ACE Research Reports, Vol. 3, No. 1. Washington: ACE, 1968.

Creager, John A., Astin, Alexander W., Boruch, Robert F., Bayer, Alan E., and Drew, David E. National Norms for Entering College Freshmen -- Fall 1969. ACE Research Reports, Vol. 4, No. 7. Washington: ACE, 1969.

References (Con't.)

Creager, John A. and Sell, Charles L. The Institutional Domain of Higher Education: A Characteristics File for Research. ACE Research Reports, Vol. 4, No. 6. Washington: ACE, 1969.

Davis, James A. Great Aspirations. Chicago: Aldine Publishing Co., 1964.

Davis, James A. Undergraduate Career Decisions. Chicago: Aldine Publishing Co., 1965.

Fichter, Joseph H. Graduates of Predominantly Negro Colleges. Public Health Services Publication No. 1571. Washington: U.S. Government Printing Office, 1967.

Hall, William S., Freedle, Ray, and Cross, William E., Jr. Stages in the Development of a Black Identity. ACT Research Reports, No. 50. Iowa City: ACT, 1972.

Harvey, James. Minorities and Advanced Degrees. Research Currents. Washington: ERIC Clearinghouse on Higher Education, 1972.

Janssen, Peter A., "Higher Education and the Black American," The Chronicle of Higher Education, Vol. 6, No. 34 (May 30, 1972), pp. 1-2.

Medsker, Leland L. and Tillery, Dale. Breaking the Access Barriers: A Profile of Two-Year Colleges. New York: McGraw-Hill, 1971.

National Scholarship Service and Fund for Negro Students. A National Profile of Black Youth: The Class of 1971. NSSFNS Research Reports, Vol. 1, No. 1. Minneapolis: National Computer Systems, 1972.

U.S. Office of Education. Education Directory: Higher Education 1969-70. Washington: U.S. Government Printing Office, 1970.

References (Con't.)

Uunila, Edith H., "Black Higher Education: A Reading List," The Chronicle of Higher Education, Vol. 6, No. 34 (May 30, 1972), pp. 8-9.

Watley, Donivan J. Brain Gains and Brain Drains: The Migration of Black and Nonblack Talent. NMSC Research Reports, Vol. 7, No. 1. Evanston, Ill.: NMSC, 1971a.

Watley, Donivan J. Bright Black Youth: Their Educational Plans and Career Aspirations. NMSC Research Reports, Vol. 7, No. 8. Evanston, Ill.: NMSC, 1971b.

Other Recent Publications by the Staff of the Office of Research

American Council on Education
(ACE)

Astin, A. W. **College Dropouts: A National Profile.** ACE Research Reports, Vol. 7, No. 1. Washington: ACE, 1972.

Astin, Alexander W. *College-going and Human Development.* **Change,** 4 (September 1972), 11, 62.

Astin, A. W. **Predicting Academic Performance in College.** New York: Free Press, 1971.

Astin, A. W., and Lee, C. B. T. **The Invisible Colleges.** Carnegie Commission Series on Higher Education. New York: McGraw-Hill Book Co., 1971.

Astin, H. S., Astin, A. W., Bisconti, A. S., and Frankel, H. H. **Higher Education and the Disadvantaged Student.** Washington: Human Service Press, 1972.

Astin, H. S., and Bayer, A. E. *Sex Discrimination in Academe.* **Educational Record,** 53 (Spring 1972), 101-18.

Bayer, A. E. **College and University Faculty: A Statistical Description.** ACE Research Reports, Vol. 5, No. 5. Washington: ACE, 1971.

Bayer, A. E. *Institutional Correlates of Faculty Support of Campus Unrest.* **Sociology of Education,** 45 (Winter 1972), 76-91.

Bayer, A. E., Kent, L. P., and Dutton, J. E. *Children of Clergymen: Do They Fit the Stereotype?* **The Christian Century, 89** (June 1972), 708-13.

Boruch, R. F., and Creager, J. A. **Measurement Error in Social and Educational Survey Research.** ACE Research Reports, Vol. 7, No. 2. Washington: ACE, 1972.

Creager, J. A. *Academic Achievement and Institutional Environments: Two Research Strategies.* **Journal of Experimental Education, 40** (Winter 1971), 9-23.

Creager, J. A. *Futurism in Higher Education.* **Change,** 4 (Winter 1972), 8, 62.

Creager, J. A. *Orthogonal and Nonorthogonal Methods for Partitioning Regression Variance.* **American Educational Research Journal, 8** (November 1971), 671-76.

Creager, J. A. **The American Graduate Student: A Normative Description.** ACE Research Reports, Vol. 6, No. 5. Washington: ACE, 1971.

Drew, D. E. *The Potential Impact of Longitudinal Research on Decision Making in Higher Education.* **Journal of Educational Data Processing, 9** (Winter 1971-72), 30-35.

Drew, D. E., and Astin, A. W. *Undergraduate Aspirations: A Test of Several Theories.* **The American Journal of Sociology, 77** (May 1972), 1151-64.

Higher Education Panel Survey. *War Protest on U.S. Campuses During April, 1972.* Spring, 1972. Mimeographed.

Higher Education Panel Survey. *Faculty Tenure and Contract Systems: Current Practice.* Summer, 1972. Mimeographed.

Higher Education Panel Survey. *Expected First-Year Graduate Enrollment in Science and Engineering, Fall 1972.* Summer, 1972. Mimeographed.

Katabel, J. B. *Perspectives on Open Admissions.* **Educational Record,** 53 (Winter 1972), 30-41.

Katabel, J. B. *Open Admissions: Toward Meritocracy or Equality?* **Change,** 4 (Spring 1972), 38-43.

Staff of the Office of Research. **The American Freshman: National Norms for Fall 1971.** ACE Research Reports, Vol. 6, No. 6. Washington: ACE, 1971.